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ABSTRACT

This guide was developed to be used by consumer home economics teachers as a resource in planning and teaching a year-long course in parenting and child development for high school students in North Caroina. The guide is organized in units of instruction for a first semester course and a second semester course. Each unit contains a content outline, including identified competencies, objectives, suggested learning/teaching activities, and resources to use in developing and teaching the course. The guide also contains a list of references and resources. The 17 units cover the following topics: parenting perspectives; parenting roles and relationships; special parenting concerns; community resources; the parenthood decision; pregnancy and prenatal development; preparing for the birth; the newborn; the study of children; parent-child development; the infant; the toddler; the preschooler; guidance; exceptional children; child care and educational experiences; and child development career opportunities. (KC)

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CURRICULUM GUIDE

for

Parenting and Child Development

Home Economics Education, Division of Vocational Education
North Carolina Department of Public Instruction

CE051771

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NORTH CAROLINA
PARENTING AND CHILD DEVELOPMENT CURRICULUM GUIDE
NORTH CAROLINA STATE BOARD OF EDUCATION
1988

Issued By
Home Economics Education
Division of Vocational Education
State Department of Public Instruction
Raleigh, North Carolina 27603-1712

VOCATIONAL EDUCATION CURRICULUM, HOME ECONOMICS EDUCATION
CURRICULUM GUIDE

VEC-HEE-CG-7065

Activities and procedures within the Division of Vocational Education are governed by the philosophy of simple fairness to all. Therefore, the policy of the Division is that all operations will be performed without regard to race, sex, color, national origin, or handicap.

FOREWORD

In earlier generations, parenting skills and child care responsibilities were taught within the extended family. In today's mobile society, the extended family and the parenting models it provided are now rare. Nuclear families are still abundant but are smaller and dramatically changed due to contemporary philosophical, social, and economic factors. Single-parent families and step-parent families are increasing in number. To cope successfully with these complex and relatively recent changes in our society, junior and senior high school students are in need of formalized study of parenting and child development and how to deal with problems unique to teenage parents.

Through the effort and study of many people this guide was developed to be used by Consumer Home Economics teachers as a resource in planning and teaching the year-long course in Parenting and Child Development for students in grades 9-12. Teachers are urged to use their creativity in adapting and expanding the suggestions in this guide.

Technical assistance in implementing this program is available from the State Home Economics Education Staff.

ACKNOWLEDGEMENTS

Many people have contributed to the development of this Curriculum Guide and the Home Economics Education Consultant Staff wish to express their appreciation to all of those individuals involved in the project.

We express appreciation to all Home Economics Education teachers who shared information and ideas for the competencies, learning experiences, and resources.

We are especially grateful to Annette Watson, Special Project Director, Region III for serving as Consultant for two curriculum workshops and her leadership effort throughout the developing of the Curriculum Guide. Appreciation is extended to the following teachers who served on the Curriculum Committee.

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USING THE CURRICULUM PACKAGE

Information included in this publication is presented in six sections. They are:

Section 1: General Planning Information
Section 2: Competency Listing
Section 3: Curriculum Guide
Section 4: Competency/Test-Item Bank (C/TIB)*
Section 5: References and Resources
Section 6: Publication Feedback

*NOTE: The Parenting and Child Development C/TIB will be available during the 1989-90 school year.

SECTION 1: GENERAL PLANNING INFORMATION

Information is provided in this section for planning, implementing, and evaluating the Home Economics course, HE7065 - Parenting and Child Development, using a competency-based, individualized approach to teaching and learning.

OVERVIEW OF THE COURSE

The Parenting and Child Development Curriculum Guide and Competency/Test-Item Bank were developed as a resource for teachers to use in planning and implementing a competency-based instructional program at the high school level. The Parenting and Child Development course is a year-long Consumer Home Economics course offered for students in grades 9-12. The course description which follows is taken from the North Carolina Vocational Education Program of Studies, Revised 1987. This is a year-long course that may be offered as two semester courses with semester 1 prerequisite to semester 2.

COURSE DESCRIPTION

HE7065 (S-1 or Y-1) Credit: ½ or 1 Grades: 9-12 Enr.: 12-20

PARENTING AND CHILD DEVELOPMENT

Semester 1: Parenting. Students investigate the role and responsibilities of parenting. Topics include prenatal development, meeting the needs of the newborn, and problems unique to teenage parents. Students discover the costs and obligations of being a parent and rearing a child. They learn about the influence of family structures on a child's development.
Prerequisite: None

Semester 2: Child Development. Study of the early childhood years and the ways children develop emotionally, socially, physically, and intellectually. Course content includes the care and guidance of children, creative activities for children, and community services available to families with children. Job opportunities and careers in the field of early childhood are explored.
Prerequisite: Parenting, Semester 1

INTRODUCTION TO COMPETENCY-BASED, INDIVIDUALIZED PROGRAMS

The most widely accepted DEFINITION OF COMPETENCY-BASED EDUCATION was suggested by Stanly Alam, who describes the essential elements of competency-based education as follows:

1. Competencies (knowledge, skills, behaviors [attitudes]) to be demonstrated by the student are stated so as to make possible assessment of a student's behavior in relation to specific competencies; and made public in advance.

2. Criteria to be employed in assessing competencies are based upon, and in harmony with, specified competencies; explicit in stating expecting levels of mastery under specified conditions; and made public in advance.

3. Assessment of the student's competency uses student's performance as the primary source of evidence; takes into account evidence of the student's knowledge relevant to planning for, analyzing, interpreting, or evaluating situations; and strives for objectivity.

4. The student's rate of progress through the program is determined by demonstrated competence rather than by time or course completion.

5. The instructional program is intended to facilitate the development and evaluation of the student's achievement of competencies specified.

OTHER CHARACTERISTICS FOUND IN COMPETENCY-BASED PROGRAMS ARE:

1. Instruction is individualized and personalized.

2. Learning experiences of the individual are guided by feedback (evaluation).

3. The program as a whole is systemic.

4. The emphasis is on exit, not entrance, requirements.

5. Instruction is modularized (i.e., arranged in a logical sequence of steps to be learned).

6. The student is held accountable for performance, completing the program when, and only when, he/she demonstrates the competencies that have been identified.

Based on the preceding characteristics, the following terms and working definitions are generally accepted for use in North Carolina.

Competency-Based Education (CBE) - A system for planning and implementing classroom activities which will help each student develop certain specified competencies.

Mastery Learning - Term used to indicate an approach to learning in which students are expected to "master" (i.e., become proficient with; become competent in) the knowledge and skills specified as course outcomes.

Individualized Instruction - A system for managing the learning process and environment in such a way that the individual differences of students are accommodated while they are working to achieve program goals, competencies, and objectives.

Competency Testing - The testing of students to determine if they have developed those competencies specified for a program (i.e., they are learning what they are supposed to learn).

Criterion-Referenced Competency Testing - The testing of each student using tests referenced to specific objectives for competency mastery. Using criterion-referenced tests (CRTs) results in a comparison of the student's performance with the specific standard(s) rather than the performance of other students.

Accountability - Simply, the "ability to account for" and usually implies that quantitative evidence is available as documentation or proof.

Instructional Accountability - A process which involves assessing (measuring) student progress and achievement and being able to document to what extent students have learned what they are supposed to learn (i.e., being able to show that students have mastered the competencies).

SECTION 2: COMPETENCY LISTING

The Competencies and Instructional Objectives for the course are included in this listing. COMPETENCIES are sequenced according to the teacher-writers' recommendations as to the best teaching sequence for first semester and then for a second semester of the course. INSTRUCTIONAL OBJECTIVES are grouped and sequenced for each competency. Some teachers may prefer to teach units, competencies, and/or instructional objectives in a different order than shown during a given semester.

The COMPETENCY STATEMENTS provide the foundation upon which the objectives, content outline, teaching/learning activities, resources, and bank of test items are based. The verb in each competency statement and instructional objective gives the key to the domain and level of behavior identified and the kind of teaching, learning, and testing which should be done. In other words, these competency statements "spell out" for students, parents, and others the knowledge and skills that completers of the course can be expected to possess.

EXCERPT FROM COMPETENCY LISTING

Competency 001: The learner will describe parenthood.

Instructional Objectives:

1.1 Define the term parenting.
1.2 Perceive parenting as a commitment.
1.3 Explain the responsibilities of parenting.
1.4 Investigate parenthood as a possible life goal.

Teachers are encouraged to use the Competency Listing to develop a yearly or UNIT PLAN OF WORK for the course. The Competency Listing may be reproduced and given to the students at the beginning of the course so that they will know what is expected of them during the course. This could serve as an introduction to the course, a unit within the course, and/or a review for a unit test. It is also suggested that teachers examine the competencies in terms of specific FHA/HERO proficiency events and activities and then plan to incorporate them appropriately in various units throughout the course.

SECTION 3: CURRICULUM GUIDE

The CURRICULUM GUIDE was developed to be used as a resource in planning and teaching this course according to the COURSE DESCRIPTION specified in the Vocational Education Program of Studies, Revised 1987 and the curriculum information included in the North Carolina Competency-Based Teacher Handbook for Home Economics Education. The guide is organized in units of instruction for a first semester course and a second semester course. For each unit, the following is included in the format shown below. The CONTENT OUTLINE is divided by identified competencies, objectives suggested LEARNING/TEACHING ACTIVITIES, and RESOURCES to use in developing and teaching the course. Teachers may use the suggested learning experiences found within the content outline or they may develop their own activities for students. The student-centered TEACHING/LEARNING activities are designed to help students develop the type and level of cognitive, affective, and psychomotor knowledge and skills specified in the Competencies and Instructional Objectives. Whenever possible, teacher should plan and conduct classroom activities which require students to use and develop higher order thinking skills (application, analysis, problem solving, synthesis, and evaluation). Likewise, the teacher should consider the inclusion

of appropriate FHA/HERO Proficiency Events during units when these events are related to the specific objectives or the planned sequence of competencies for the course.

EXCERPT FROM CURRICULUM GUIDE

Course Name: Parenting and Child Development
Semester 1

Unit Title: Parenting Perspectives

Competency 001: The learner will describe parenting.

Instructional Objectives:

1.1 Identify the term parenting.
1.2 Perceive parenting as a commitment.
1.3 Explain the responsibilities of parenting.
1.4 Investigate parenthood as a possible life goal.

Content Outline	Learning/Teaching Activities	References/ Resources
Parenting Perspectives Definition Job Description Parenting as a Life Goal	1. Divide the class into groups. After each group looks at sample job descriptions, have them write a job description for parents. Compare the descriptions in class and write a class parent description. 2. The job description can include: duties, training or education required, salary and benefits, working conditions, and hazards of the job.	Books B.5, pp. 415-424 B.13 B.14 B.15 B.16 Computer Programs C.16

SECTION 4: COMPETENCY/TEST-ITEM BANK (C/TIB)

The C/TIB consists of the COMPETENCY LISTING, with a table of specifications for a course test, at least three test items for each objective, and a key for the test items. Test items in the C/TIB were developed by teachers in curriculum

workshops and through contracts, or selected and adapted from other curriculum materials. Each item is considered to have "content validity" for the competency and/or objective to which it is coded. Validation projects are now underway to establish "reliability" of test items in the bank. These test items, along with others developed by the teacher, may be used in constructing pre, interim, and post tests to measure student achievement of curriculum competencies. Teachers may use the test items to construct their own pretests or posttests or use them for developing unit tests or tests for the end of grading periods. These test items are intended for use in evaluating and documenting student performance in mastering the competencies.

SAMPLE TEST-ITEM NO. 001-00-01

TEACHER INSTRUCTIONS: Prepare handout of printed and non-biased job descriptions for a teacher, parent, child care worker, and nanny labeled a), b), c), and d).

DIRECTIONS TO THE STUDENT: Read each of the Job Descriptions carefully. Select the one which best illustrates the job of a "Parent" and make the correct answer below.

__a) __b) __c) __d)

Answer Key: b

To make them easier to find and use, the test items in the C/TIB are coded to the competencies and objectives by a TEST-ITEM CODE NUMBER such as "001-00-01" in the sample test item above. An interpretation of the code is shown in the box which follows:

INTERPRETATION OF TEST-ITEM CODE NUMBER

001-00-01

Refers to "Competency 1"

Refers to any Instructional Objective in 001

Completes the Unique Number for this test item

A test item coded 006-02-03 would be the third test item for Competency 6 and Instructional Objective 6.2. To build a test for a grading period that "covered" competencies 1-6, a teacher would select from those test items numbered 001-00-01 through 006-00-05. The teacher also would prepare a TEST BLUEPRINT in order to balance the test. This would assure the INSTRUCTIONAL VALIDITY OF THE TEST. A test has "instructional validity" when the items on the test match the content as it was covered in class. Keep in mind that student grades and reports should be based on instructionally-valid tests.

KEYS for the test items are included as a separate section at the end of the Competency/Test-Item section. To FIND THE ANSWER KEY FOR A TEST-ITEM, simply locate its code number. Using the results of testing throughout the course, the teacher may wish to prepare a Certificate of Competency Mastery or Student Competency Record for each student. A record of the competencies acquired during the program can give the student and the parents specific information about what was learned by the student in the program. Teachers are encouraged to reproduce and use this record as a part of their student grading and reporting system and/or customize it for use in their own situations.

SECTION 5: REFERENCES AND RESOURCES

State-Adopted Textbooks and References - Included in the North Carolina Textbook Adoption are the following state-adopted textbooks for this course:

THE DEVELOPING CHILD — Bennett and McKnight/Glencoe Publishing

PARENTING AND TEACHING YOUNG CHILDREN
McGraw-Hill Book Company/Webster Division

CHILD DEVELOPMENT: PARENTING AND TEACHING
South-Western Publishing Company

In addition to the state-adopted tests, other resources are identified in the Curriculum Guide. Details on each resource are specified in the References and Resources section which is arranged in the categories shown below. The resources are identified by category (A-J), number (1, 2, etc.), and page number (p. 264) in the third column of each page in the Curriculum Guide section of this publication (see the "Excerpt from Curriculum Guide" for an example).

A. Audiovisuals
B. Booklets
C. Books
D. Computer Programs
E. Curriculum Guides
F. Pamphlets
G. Periodicals
H. Special Instructional Kits
I. Student Activity Guides
J. Teacher Resource Guides

Resources available to teachers and students are not limited to those listed; teachers are encouraged to look for others as well as to develop their own.

****

F E E D B A C K

As this curriculum package is used, you are also encouraged to provide feedback to the State Home Economics Education Staff. When content needs updating; when new resources become available; when test items are developed locally and could be shared, please let the state office know. Suggestions from you and others will be vital to the improvement of later curriculum materials and providing staff development and technical assistance toward improving this course/program.

Send Your Suggestions To:

Chief Consultant, Home Economics Education
Division of Vocational Education
North Carolina Department of Public Instruction
116 W. Edenton Street
Raleigh, North Carolina 27603-1712

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COMPETENCY STATEMENTS

A. Parenting Perspectives

001. The learner will describe parenthood.

002. The learner will analyze the types of family structures that serve as a setting for parenthood in our culture.

B. Parenting Roles and Relationships

003. The learner will give examples of parenting roles and relationships.

004. The learner will analyze parenting roles and relationships in adoptive parenting.

005. The learner will analyze parenting roles and relationships in the blended family.

006. The learner will analyze parenting roles and relationships in the dual-career family.

007. The learner will analyze parenting roles and relationships in the single parent family.

008. The learner will analyze the parenting roles and relationships of substitute or surrogate parents.

009. The learner will analyze the parenting roles and relationships of teenage parents.

C. Special Parenting Concerns

010. The learner will analyze special parenting concerns in today's environment.

D. Community Support for Parents

011. The learner will identify sources of community support for parents.

E. The Parenthood Decision

012. The learner will analyze the parenthood decision-making process.

F. Pregnancy and Prenatal Development

013. The learner will describe the hereditary and environmental influences on prenatal development.

014. The learner will outline the characteristics of a healthy pregnancy.

015. The learner will plan a nutritionally adequate diet for a healthy mother and child.

G. Preparing for the Birth

016. The learner will outline preparations for the arrival of a baby.

017. The learner will describe the events that occur during the birth of a baby.

H. The Newborn and His Parents

018. The learner will analyze the needs of the newborn and his parents.

I. The Study of Children

019. The learner will explain the relationship between learning about children and becoming a good parent.

J. Parent-Child Development

020. The learner will explain the relationship between development of both parents and children.

021. The learner will outline parenting skills that encourage the growth and development of children.

K. The Infant

022. The learner will outline ways the infant grows and develops physically.

023. The learner will outline ways the infant grows and develops emotionally and socially.

024. The learner will outline ways the infant grows and develops mentally.

025. The learner will analyze ways to encourage the growth and development of children during infancy.

026. The learner will describe ways to encourage the growth and development of infants by providing for their nutritional needs.

L. The Toddler

027. The learner will outline ways the toddler grows and develops physically.

028. The learner will outline ways the toddler grows and develops emotionally and socially.

029. The learner will outline ways the toddler grows and develops mentally.

030. The learner will analyze ways to encourage growth and development during toddlerhood.

031. The learner will describe ways to encourage the growth and development of toddlers by providing for their nutritional needs.

M. The Preschooler

032. The learner will outline ways the preschooler grows and develops physically.

033. The learner will outline ways the preschooler grows and develops emotionally and socially.

034. The learner will outline ways the preschooler grows and develops mentally.

035. The learner will analyze ways to encourage growth and development of the preschooler.

036. The learner will describe ways to enhance the growth and development of the preschooler by providing for their nutritional needs.

N. Guidance

037. The learner will analyze techniques for guiding the behavior of young children.

O. Exceptional Children

038. The learner will describe exceptional children.

P. Child Care and Educational Experiences

039. The learner will outline the characteristics of good provider care in individual and group settings.

Q. Child Development Career Opportunities

040. The learner will identify wage-earning occupations and careers which use skills developed in the study of children.

PARENTING AND CHILD DEVELOPMENT
Semester 1

I. Parenting Perspectives

- A. Parenthood Description
- B. Family Structures as Parenthood Settings

II. Parenting Roles and Relationships

- A. Traditional Roles
- B. Adoptive Family Roles
- C. Blended Family Roles
- D. Dual-Career Family Roles
- E. Single Parent Family Roles
- F. Substitute Parent Roles
- G. Teenage Parent Roles

III. Special Parenting Concerns

- A. Special Needs Children
- B. Child Abuse
- C. Stress and Family Crisis
- D. Media and Technology

IV. Community Resources

- A. Agencies
- B. Medical Sources
- C. Self-Help Groups

V. The Parenthood Decision

- A. Parenting Choices
- B. Decision-Making Considerations

VI. Pregnancy and Prenatal Development

- A. Hereditary and Environmental Influences
- B. Parental Traits for Healthy Babies
- C. Prenatal Development
- D. Healthy Pregnancy
- E. Prenatal Nutrition for Mother and Child

VII. Preparing for the Birth

- A. Preparation for the Baby's Arrival
- B. Birth

VIII. The Newborn and His Parents

- A. The Child
- B. The Mother
- C. The Father

PARENTING AND CHILD DEVELOPMENT
Semester 2

I. The Study of Children

- A. Advantages of Study
- B. History
- C. Influences of Childhood

II. Parent-Child Development

- A. Development
- B. Parenting Skills for Enhancement

III. The Infant

- A. Physical Development
- B. Emotional and Social Development
- C. Mental Development
- D. Ways to Encourage Development
- E. Nutrition

IV. The Toddler

- A. Physical Development
- B. Emotional and Social Development
- C. Mental Development
- D. Ways to Encourage Development
- E. Nutrition

V. The Preschooler

- A. Physical Development
- B. Emotional and Social Development
- C. Mental Development
- D. Ways to Encourage Development
- E. Nutrition

VI. Guidance

- A. Parenting Styles
- B. Guidance Principles

VII. Exceptional Children

- A. Definition
- B. Similarities to Other Children
- C. Assistance

VIII. Child Care and Educational Experiences

A. Types
B. Selection of Quality Experiences

IX. Child Development Career Opportunities

A. Professional Opportunities
B. Adolescent Opportunities
C. Qualifications

COURSE: Parenting and Child Development
Semester 1

UNIT TITLE: Parenting Perspectives

COMPETENCY: 001. The learner will describe parenthood.

INSTRUCTIONAL OBJECTIVES:

1.1 Define the term parenting.

1.2 Preceive parenting as a commitment.

1.3 Explain the responsibilities of parenting.

1.4 Investigate parenthood as a possible life goal.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Parenting Perspectives Definition Job Description Responsibilities Parenting as a Life Goal	1. Divide the class into groups. After each group looks at example job descriptions, have them write a job description for parents. Compare the descriptions in class and write a class parent description. The job description can include: duties, training or education required, salary and benefits, working conditions, and hazards of the job. Make a transparency or poster of the final description. Post in the classroom. Change or make additions to the description during and at the end of the course. 2. Play parenting "Bingo" using parenting responsibilities/duties/characteristics in each space of "Bingo" cards. 3. Have students make a list of qualities that their parents, grandparents, or guardians have that are important. Ask students to share the list with the parent, grandparent, or guardian and make additions to the original list. 4. Invite a panel of parents to class. Include parents of children of various ages. Have the panel discuss and answer student questions about parenting responsibilities and rewards. 5. Hold a class debate on one of these statements: Parenting is an instinct. Parenting is a job with few rewards. Anyone can be a parent. 6. Have students write responses and discuss the following open-ended sentences: a. My child will be b. To me parenthood means c. When I have children, I will d. As a parent, I will find it difficult to 7. Have students complete the Parenting Questionnaire and Parenting Attitude Survey. 8. Ask students to write a parenting definition after completing the Would I Be A Good Parent exercise.	Books B.5, pp. 415-424 B.13 B.14 B.15 B.16 Computer Programs C.16 Curriculum Guides D.2 D.3 D.6 D.7 Instructional Kits F.14 F.15 Pamphlets G.7 G.53 G.54 G.56 Textbooks I.2, pp. 293-297 I.7, pp. 25-33 Videos J.5

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
	9. Have students design a collage of words and pictures that describe themselves. Ask students to list characteristics that would help them be good parents. 10. Have students analyze experiences with children. List experiences with children. What experiences will help prepare them for parenthood? What additional experiences would they like to have before parenting a child? 11. Arrange for students to spend an afternoon with a child. Report on the positive and negative aspects of the experience. Respond to being a parent in the future after the experience. 12. Have students complete the Life Goal Attitude Survey.	

COURSE: Parenting and Child Development
Semester 1

COMPETENCY: 001. The learner will describe parenthood.

Parenting Questionnaire

Check the answer that is most nearly your preference.

1. I would rather be:

____ an only child
____ a child in a small family (1 -3 children)
____ a child in a large family (4 or more children)

2. I am:

____ an only child
____ a child in a small family (1-3 children)
____ a child in a large family (4 or more children)

3. In the future, I would like to have:

____ no children
____ 1-2 children
____ 3-4 children
____ more than 4 children

4. I think I will be most ready to begin having children when I'm:

____ 18-21
____ 21-25
____ 26-30
____ over 30
____ don't know

Please rank order your preferences with the most important rated 1.

5. I will probably be most ready to have children when:

____ I have my own head together
____ I can afford them
____ I am established in my career
____ Other (list) _____

6. The best reason for having children is:

____ because they bring love to your life
____ to have someone who needs you
____ to give purpose to life
____ to share yourself with someone else
____ Other (list) _____

7. Having children is difficult because of:

____ lack of freedom
____ worry about having enough money
____ worry about what they do
____ knowing what to do when raising a child
____ Other (list) _____

8. It is most difficult for parents to agree on:

____ behavior standards for the child
____ discipline of child
____ values they want the child to develop
____ philosophy of child raising
____ Other (list) _____

9. Before you have children, the best way to prepare yourself for parenthood is to:

____ study how your parents raised you
____ take child development courses
____ agree on child raising practices with my spouse
____ read books on parenting
____ Other (list) _____

10. After you have children, the best way to improve your parenting skills is to:

____ participate in family counseling
____ read books and articles on parenting
____ take child development courses
____ use your instinct
____ Other (list) _____

Parenting PRE-TEST

11. The biggest daily stress in being a parent is:

____ constant bickering among children
____ coping with noise and energy level of the household
____ trying to satisfy everyone else
____ lack of consideration
____ adapting to constant change
____ Other (list) _____

12. The best way to reduce the stress of being a parent is to:

____ discuss concerns with others who are knowledgeable
____ get some time away from yourself or together with your partner
____ reason with children
____ recognize what things cause stress to you
____ keeping up with the times
____ Other (list) _____

13. The biggest reward of being a parent is:

____ when children "turn out" the way you want
____ when children return your love
____ when children achieve at school
____ just to watch them grow up
____ Other (list) _____

14. It is most difficult for children if:

____ they do not know what parents expect of them
____ they are compared to other children
____ parents are too strict
____ parents are too lenient
____ Other (list) _____

Adapted from Parenting, Lincoln Public Schools.

COURSE: Parenting and Child Development
Semester 1

COMPETENCY: 001. The learner will describe parenthood.

Parenting Attitude Survey

Below are lines with two extremes at either end. Put an X on the line to show your attitude for each topic.

Caring for children comes naturally	Parenting takes lots of education and practice
Fathers should take care of the children	Mothers should take care of the children
It's best to have boys	It's best to have girls
Children are a source of happiness for parents	Children cause mostly grief and unhappiness for parents
Children take lots of loving	Children give lots of love
A parent must be strict in discipline	A parent must not discipline a child very much
Parents need not remain together	Parents must stay together for the sake of the children
Children do not create undue expense	Few parents can afford children
Children are a nuisance	Children are wonderful
Children should be brought up in the family religion	Children should be allowed to choose their own religion
Children help parents achieve goals	Children cause parents to give up their goals

After you have thought about your position on the above, write an essay explaining why you believe as you do on these topics.

Adapted from Parenting Curriculum Guide, Nebraska Department of Education.

COURSE: Parenting and Child Development
Semester 1

COMPETENCY: 001. The learner will describe parenthood.

Would I Be A Good Parent?

WILL PARENTING FIT MY LIFESTYLE?

1. Would a child interfere with my educational plans? Would I have the energy to go to school and raise a child a child at the same time?
2. Would a child restrict my individual growth and development?
3. Could I handle children and a career well? Am I tired when I come home from work or do I have lots of energy left?
4. Does my job or my partner's job require a lot of traveling?
5. Am I financially able to support a child? Am I prepared to spend almost $100 a week to rear my child to age 18, or over $80,000, not including one partner's income loss if he/she would choose to remain at home?
6. Do I live in a neighborhood conducive to raising a child? Would I be willing to move?
7. Would I be willing to give up the freedom to do what I want to do, when I want to do it?
8. Would I be willing to restrict my social life? Would I miss lost leisure time and privacy?
9. Would my partner and I be prepared to spend more time at home? Would we have enough time to spend with a child?
10. Would I be willing to devote a great part of my life, at least 18 years, to being responsible for a child? and spend my entire life being concerned about my child's welfare?
11. Would I be prepared to be a single parent if my partner left or died?

AM I READY TO REAR A CHILD?

1. Do I like children? Have I had enough experiences with babies? toddlers? teenagers?
2. Do I enjoy teaching others?
3. Do I communicate easily with others?
4. Do I have enough love to give a child? Can I express affection easily?
5. Would I have the patience to raise a child? Can I tolerate noise and confusion? Can I deal with disrupted scheduled?
6. How do I handle anger? Would I abuse my child if I lost my temper?
7. What do I know about discipline and freedom? about setting limits and giving space? Would I be too strict? too lenient? Am I a perfectionist? How do I deal with change?
8. Do I know my own values and goals yet? Could I help my child develop constructive values?
9. What kind of a relationship did I have with my parents? Would I repeat the same mistakes my parents made or would I over-indulge or restrict my child in an attempt not to repeat my parents' mistakes?
10. How much would I worry about my child's health and safety? Would I be able to take care of a hurt or sick child?
11. What if my decision to have a child turns out to have been wrong for me?

WHAT DO I EXPECT FROM THE PARENTING EXPERIENCE?

1. Do I enjoy child-centered activities?
2. Would having a child show others I am a mature person?
3. Would I want my child to be a miniature version of me? Would I be willing to adopt a child?
4. Would I feel comfortable if my child had ideas different from mine? How different?
5. Would I expect my child to make contributions I wish I had made in the world?
6. Would I expect my child to keep me from being lonely in my old age?
7. Would I be prepared emotionally to let my child leave when he/she grows up?
8. Would I expect my child to fulfill my relationship with my partner?

Would I Be A Good Parent?

9. Do I need parenthood to fulfill my role as a man or woman?

10. Do I need a child to make my life meaningful?

11. Would I feel strongly about wanting my child to be a boy/girl? What if I didn't get the one I wanted?

Adapted from Parenting, Lincoln Public Schools.

COURSE: Parenting and Child Development
Semester 1

COMPETENCY: 001. The learner will describe parenthood.

Life Goal Attitude Survey

Directions: Circle your response and explain why you chose your response.

A = Agree U = Undecided D = Disagree

1.	I can handle children and a job at the same time.	A U D
2.	I can afford to support a child.	A U D
3.	I would be willing to cut back on my social life and spend more time at home.	A U D
4.	I want to have a child to impress my friends.	A U D
5.	I think a child would make a life happy.	A U D
6.	I like to do things with children.	A U D
7.	I am willing to sacrifice my time, wants, and privacy to take care of a child.	A U D
8.	I understand how children grow and develop.	A U D
9.	I am willing to give up my educational plans to have a child.	A U D
10.	I can go to school and take care of a child.	A U D
11.	I can share my love with my child and my spouse.	A U D
12.	I have had several experiences with babies, toddlers, teenagers.	A U D

Adapted from Parenting, York Community High School.

COURSE: Parenting and Child Development
Semester 1

UNIT TITLE: Parenting Perspectives

COMPETENCY: 002. The learner will analyze the types of family structures that serve as a setting for parenthood in our culture.

INSTRUCTIONAL OBJECTIVES:

2.1 Define the term family.

2.2 Analyze functions of families.

2.3 Compare types of family structures.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
The Family as a Setting for Parenthood Definition Functions Types of Family Structure Nuclear Families Single Parent Families Blended Families Experimental Families	1. Have student write a definition of the word family. Compare definitions and discuss in class. 2. Discuss characteristics families have in common. (1) They are bound together by ties of blood, adoption, or kinship and (2) they have a common residence. Explain ways a family might vary from these characteristics. 3. Have students rank family functions in order of their importance (worksheet included). Have them form small groups and try to achieve consensus among the group members as to the rank order of family functions. 4. Divide students into small groups. Have each group prepare two lists - one of things they do for their parents, one of things that parents do for them. Identify the functions of each activity. Compare lists. Which is the longer? Discuss reasons why. 5. Think about what the ideal family is like. Have students write imaginary want ads, describing the characteristics they think are important for each person. 6. Collect magazine pictures of families and then have students group pictures into a college or mobile according to functions. Have each student discuss his materials. 7. Give worksheet "Family Functions" for students to complete to define physical, emotional, social, and economic functions of families. 8. Listed on the following page are functions that families fulfill. 9. View and discuss transparency "The Family Life Cycle."	Booklets A.1 A.4 Books B.5, pp. 416-417 Curriculum Guides D.5 Filmstrips E.19 E.41 E.42 E.43 Instructional Kits F.7 F.8 Periodicals H.1 H.2 Textbooks I.2, pp. 42-50 I.6, pp. 36-39, 393-398

Rank these functions in the order of their importance to you: 1 is the most important, and 6 is the least important.

Biological: bearing and rearing children

Affectional: providing love and emotional security

Economic: providing food, clothing, and housing

Educational: providing learning experiences

Protective: providing for health needs

Religious: passing on moral values and/or a specific religious faith

Justify your answer for the selection you chose as #1.

Justify your answer for the selection you chose as #6.

Family Functions

Today's family is expected to perform several functions that relate to raising children. Complete each of the following statements by selecting the correct word or phrase from the boxes below. Cross out the words as you use them and rearrange the remaining words to complete a key statement at the bottom of this page.

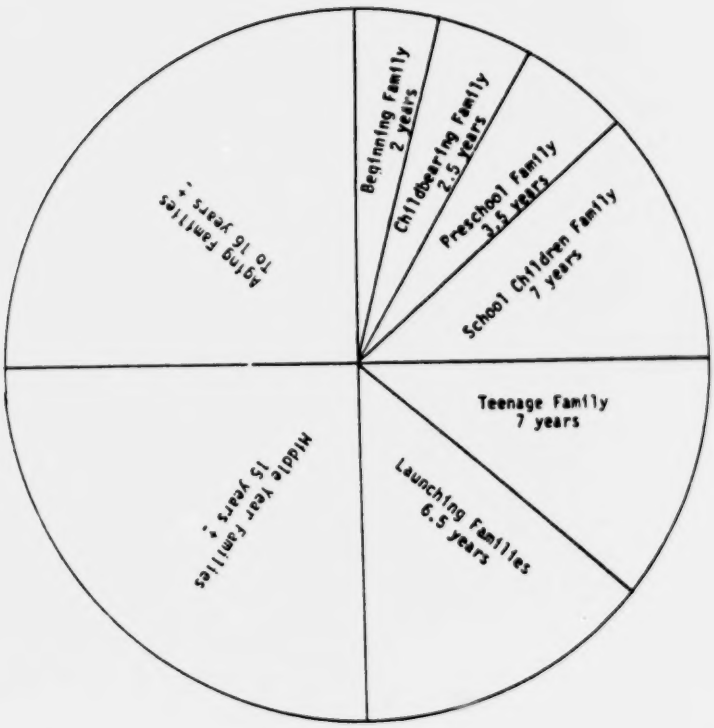
baptized	environment
position	family function
socialized	basic social
educate	physical needs
give	children
love	important
function	protect
marriage	most

1. A _____ is an activity performed for an individual or an institution.
2. The family is the _____ _____ unit of our society.
3. A family is a group of people related by blood or by _____.
4. Shelter, food, and clothes are provided when a family is taking care of the _____ _____.
5. The goal of the family unit is to strive for an _____ in which each individual can achieve personal growth.
6. A family is expected to give children religious training. Many families begin this obligation early by having their children _____ in infancy.
7. The family and the schools are expected to _____ the children.
8. The family tries to _____ its members from physical or emotional harm.
9. The family gives its members status or a _____ in our society.

Source: Interpersonal Relationships, North Carolina Department of Public Instruction.

THE FAMILY LIFE CIRCLE

Stages of Development



Adapted from Education for Parenthood, New Mexico Department of Vocational Education.

COURSE: Parenting and Child Development
Semester 1

UNIT TITLE: Parenting Roles and Relationships

COMPETENCY: 003. The learner will give examples of parenting roles and relationships.

INSTRUCTIONAL OBJECTIVES:

3.1 Define role.

3.2 Identify traditional roles fulfilled by family members.

3.3 Identify traditional roles fulfilled by other people in the child's life.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Parenting Roles and Relationships Traditional Roles of Family Members Mother Father Children Other Family Members Roles of Other People	1. Discuss what a "role" is. 2. Using the transparency Parenting Roles and Relationships Wheel discuss the parenting roles fulfilled by various individuals. Point out the proximity to the child of each individual in the transparency. Discuss the closeness of each perons's role. Point out the relationship depicted by arrows. 3. Make a list of roles students have as family members. 4. Have students complete the "Parenting Role Questionnaire". 5. View TV programs portraying family roles. Have students answer these questions. What roles did the mother fulfill? What roles did the father fulfill? What roles did either the mother or father fulfill? What other family member, friends, or neighbors fulfilled family roles? 6. Hold a panel discussion made up of several types of mothers: working, homemaker, single, teenage, step-mother, etc. The panel should address the topic "The Mother's Role in the Family". 7. Have students interview several types of fathers about their roles in the family and their relationship. Share the reports in class.	**Books** B.7 B.23 **Filmstrips** E.32 **Textbooks** I.2, pp. 44-50 I.6, pp. 222-224 I.7, pp. 25-33

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES

8. Divide students into groups. Ask each group to discuss one of the questions below and report to the class.

   a. Fathers play more with their children. Mothers' time is spent in caring for their children.

   b. Fathers need to spend time with their children.

   c. Fathers and mothers should share roles in the family.

   d. A father should take an active part in rearing children.

9. Share and discuss excepts from Bill Cosby's book Fatherhood or other humorous depiction of family life.

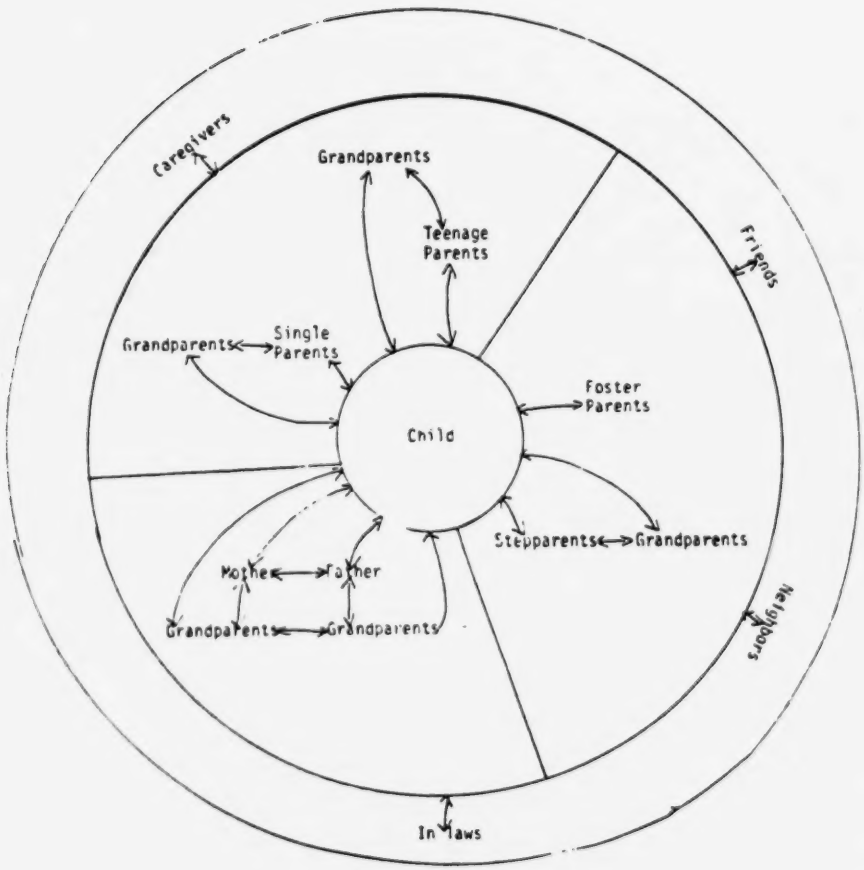
10. Have students complete the Parts People Play activity.

11. Place the following definition on the board:

    Parenting is a process of caring for the developing child. It is a function shared by many individuals and organizations.

    Brainstorm examples of people who perform a parenting role. Compare the roles and responsibilities of these individuals.

Parenting Roles and Relationships Wheel



Adapted from Education for Parenthood, New Mexico Department of Vocational Education.

COURSE: Parenting and Child Development
Semester 1

COMPETENCY: 003. The learner will give examples of parenting roles and relationships.

Parenting Role Questionnaire

Take this questionnaire home and discuss it with your parents. Decide which family members played parenting roles when you and your siblings were younger than 12. Decide how you would like these roles to be handled in your future family. There are not right or wrong answers. This is simply a way for people to compare their role expectations.

M - Mother F - Father B - Both N - Neither O - Other People

My Family Today		My Future Family
M F B N O	1. Decide when to have a child.	M F B N O
M F B N O	2. Decide how and where to have a child.	M F B N O
M F B N O	3. Feed newborn baby.	M F B N O
M F B N O	4. Change diapers.	M F B N O
M F B N O	5. Do laundry for child(ren).	M F B N O
M F B N O	6. Feed older baby.	M F B N O
M F B N O	7. Put child(ren) to bed.	M F B N O
M F B N O	8. Give child(ren) bath.	M F B N O
M F B N O	9. Decide where child(ren) should go to school.	M F B N O
M F B N O	10. Discipline child who is misbehaving.	M F B N O
M F B N O	11. Establish behavior standards.	M F B N O
M F B N O	12. Teach child to talk.	M F B N O
M F B N O	13. Toilet train child.	M F B N O
M F B N O	14. Purchase clothing for preschool child.	M F B N O
M F B N O	15. Purchase clothing for elementary child.	M F B N O
M F B N O	16. See that child(ren) are well nourished.	M F B N O
M F B N O	17. Arrange for babysitting.	M F B N O
M F B N O	18. Take children on outings.	M F B N O
M F B N O	19. Make sure child does homework.	M F B N O
M F B N O	20. Get to know child's friends.	M F B N O
M F B N O	21. Participate in activities such as scouts.	M F B N O
M F B N O	22. Explain about sex to a girl.	M F B N O
M F B N O	23. Explain about sex to a boy.	M F B N O
M F B N O	24. Arrange for lessons such as swimming, dancing, music, etc.	M F B N O
M F B N O	25. Read bedtime stories.	M F B N O
M F B N O	26. Establish child's household responsibilities.	M F B N O
M F B N O	27. Establish allowance for child.	M F B N O
M F B N O	28. Give allowance to child.	M F B N O
M F B N O	29. Read books about parent education.	M F B N O
M F B N O	30. Attand parent education courses.	M F B N O
M F B N O	31. Care for sick child.	M F B N O
M F B N O	32. Get up if a child needs someone in the middle of the night.	M F B N O
M F B N O	33. Arrange for health care of the child.	M F B N O
M F B N O	34. Set family rules.	M F B N O

Parenting Role Questionnaire Continued

M - Mother F - Father B - Both N - Neither O - Other People

My Family Today		My Future Family
M F B N O	35. Evaluate when counseling might be needed.	M F B N O
M F B N O	36. Attend parrent/teacher conferences.	M F B N O
M F B N O	37. Decide what to do when child gets in trouble.	M F B N O
M F B N O	38. Teach child about religion.	M F B N O
M F B N O	39. Provide for the support of the child.	M F B N O
M F B N O	40. Supervise child's TV watching.	M F B N O
M F B N O	41. _____	M F B N O
M F B N O	42. _____	M F B N O
M F B N O	43. _____	M F B N O
M F B N O	44. _____	M F B N O
M F B N O	45. _____	M F B N O

COURSE: Parenting and Child Development
Semester 1

COMPETENCY: 003. The learner will give examples of parenting roles and relationships.

Parts Parents Play

We all have ideas about what parents should be or do. What words do YOU associate with these roles?

1. Under the column heading marked "role of father" and "role of mother" place an X if the word in your opinion describes that role.
2. Choose one person other than your mother and father who has parented you. Place an X in the column "role of other parent" beside the words which best describe that person.
3. In the last column, "my parenting role" place an X beside the word that describes yourself when you are parenting others.
4. Review your list and circle the words you marked in at least three categories. What is basic in your difinition of parenting?
5. Write a definition of parenting.

Role of Mother	Role of Father	Role of Other Parent	My Parenting Role	
				understanding
				loving
				helping
				caring
				punishing
				kind
				cheerful
				sharing
				angry
				carefree
				responsible
				traditional
				creative
				fair
				perceptive
				sensitive
				others

Adapted from Parenting, York Community High School.

COURSE: Parenting and Child Development
Semester 1

UNIT TITLE: Parenting Roles and Relationships

COMPETENCY: 0004. The learner will analyze parenting roles and relationships in adoptive parenting.

INSTRUCTIONAL OBJECTIVES:

4.1 Identify reasons for adoption.

4.2 Locate adoption agencies.

4.3 Explain procedures for adoption.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Adoptive Parenting Reasons for Adoption Infertility Hereditary diseases Concerns for unwanted children Single parenthood Personal reasons Adoption Agencies Adoption Procedures Problems Related to Roles and Relationships Adjustments to parenting Expectations Effects on family members Eligibility to adopt Sources of children to adopt Legal Illegal Adjustments by the child Telling child of adoption Problems at adolescence	1. Ask students to define adoption. Place the following definition on the board or on a transparency: "Adoption is the legal and social process by which a child born to one set of parents becomes the child of another parent or set of parents who when assume all the rights, obligations, and responsibilities of the birth parents." Have students compare their definitions to the one presented. Discuss similarities and differences. 2. Divide class into groups and have each group write to a public or voluntary agency that provides adoption services. Their letters should request information regarding pre-adoption requirements, adoption procedures, legal processes, fees, waiting times, and types of children available. Have students share information gathered from the agencies they contacted and/or have them develop a booklet on adoption services using this information. The agencies below provide adoption services: County and State Departments of Social Services The Children's Home Society of North Carolina, Inc. 740 Chestnut Street P.O. Box 6587 Greensboro, NC 27405 Executive Director, Ruth McCracken Catholic Social Services, Inc. 1524 E. Morehead Street P.O. Box 35523 Charlotte, NC 28235 Executive Director, Rev. Thomas P. Clements Catholic Social Ministries 400 Oberlin Road Suite 350 Raleigh, NC 27605 Supervisor of Adoptions Sister Mary Louise Zollars Family Services, Inc. 610 Coliseum Drive Winston-Salem, NC 27106-5393 Executive Director LDS Social Services 5624 Executive Center Drive Suite 109 Charlotte, NC 28212 Executive Director, Richard Fletcher	Books B.1 B.2 B.12 B.19 Pamphlets G.1 G.2 G.3

Bethany Christian Services
25 Reed Street
P.O. Box 15436
Asheville, NC 28813-0436
Branch Office Supervisor,
Janet W. Monroe

3. Have students list on a sheet of paper all the possible reasons they think people adopt children. Ask a student to share a reason and then find out how many others also listed the same reason. Continue until all reasons have come out and the number of students listing each is tallied. Encourage students to consider population and societal needs as possible reasons.

4. Invite a panel of adoptive parents and adoption agency personnel to class. Try to include a parent who has adopted either a child of a different race or culture, a special needs child, an older child, or someone having both a biological child and an adopted child. Have students prepare questions in advance for the panel related to the parenting skills required.

5. Adoption authorities generally agree that adopted children should be told they are adopted. Hiding the fact makes adoption seem like a bad thing when it's a very happy occasion for everyone involved. Divide students into groups to discuss the following questions:

   Would you want to be told you were adopted?
   How do you think you would feel?
   At what age should a child be told? Why?
   How should a child be told?
   What are some of the consequences of not telling a child they are adopted until they are older?
   Would you want to know who your natural parents are? Why?

6. Have students interview parents who have adopted children and find out the problems and joys of being an adoptive parent.

7. Invite a lawyer to speak on the legal aspects of adoption.

COURSE: Parenting and Child Development
Semester 1

UNIT TITLE: Parenting Roles and Relationships

COMPETENCY: 005. The learner will analyze parenting roles and relationships in the blended family.

INSTRUCTIONAL OBJECTIVES:

5.1 Recognize sources of blended families.

5.2 Outline concerns of blended families.

5.3 Describe ways roles and relationships between children and parents in blended families differ from those in other families.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Parenting Roles and Relationsips Blended Families Sources Unwed parents Divorce and remarriage Desertion and remarriage Death and remarriage Concerns of Blended Families Comparison to natural parents Financial security and support Conflicts with former mate Competition for love and affection Roles and Relationships	1. List the following terms on the chalkboard: stepmother, stepfather, stepsister, stepbrother, stepchild, stepfamily. Ask students to write down on a sheet of paper the first thing each of these terms brings to their mind. Discuss their comments and the common myths or stereotypes associated with stepparents and blended families, i.e., the wicked stepmother and stepsisters in Cinderella or the "wonderland" image found in some television stepfamilies. Compare myths or stereotypes associated with stepmothers and stepfathers. Encourage students to come up with reasons why stepmothers often have more negative images. 2. Develop a fictional blended family. Divide the class into groups and assign each group a different family member. Have each group write a Bill of Rights for the family member it was assigned. Share the various Bills of Rights and discuss whether or not everyone's Bill of Rights can be respected. How will these rights and responsibilities have to be redefined? 3. Have students take their present family situation and imagine what it would be like to share their household with other--new younger children, new same-age children, new older children, and new parent. What are some potential areas of conflict? How might they be resolved? Do they feel they would like, dislike, or be neutral toward the new family members? Why? 4. Have students complete "Blended Family Frictions". Discuss: What area of friction did you rank highest? Lowest? How did you rate the items on finance? Why? How are financial disagreements in blended families different and similar to other families? 5. Have students complete the exercise below: Characteristics of a stepparent that I would: enjoy living with... be able to live with... have difficulty living with... not enjoy living with....	Books B.18 Curriculum Guides D.2 D.3 Textbooks I.6, pp. 312-316 Videos J.9

COURSE: Parenting and Child Development
Semester 1

COMPETENCY: 005. The learner will analyze parenting roles and relationships in the blended family.

Blended Family Frictions

Possible areas of conflict or friction in a blended family are listed below. Indicate the degree you consider each to be a problem using the following scale: 4 (a great deal), 3 (somewhat), 2 (a little), and 1 (not at all). Place your rating in the blank preceding the item. Circle numbers of the three items you consider to be the greatest areas of friction. Underline the number of the item you consider to be the area of least friction.

___1. Amount and regularity of financial support from natural parent.

___2. Sharing living space with stepparent and/or stepsiblings.

___3. Accepting a new parent.

___4. Spending incoming child support payments.

___5. Relationships with other important adults in a child's life (natural parent, grandparents, etc.).

___6. Possessive feelings for natural parent.

___7. Divided loyalty between children and new mate.

___8. Comparison of stepparent to natural parent.

___9. Challenges to stepparent's authority.

___10. Protection of child from "outside" by natural parent.

___11. Using steprelationship by child to get own way.

___12. Rivalry between your children and my children.

___13. Pressure for success of new marriage.

___14. Differing interests, likes and dislikes among family members.

___15. Payments made by new spouse to former spouse.

Adapted from Contemporary Parenting Choices, Iowa Department of Public Instruction.

COURSE: Parenting and Child Development
Semester 1

UNIT TITLE: Parenting Roles and Relationships

COMPETENCY: 006. The learner will analyze parenting roles and relationships in the dual-career family.

INSTRUCTIONAL OBJECTIVES:

6.1 Identify advantages and concerns of dual-career families.

6.2 Describe ways roles and relationships between children and parents differ from those in other families.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Dual-Career Families Advantages Concerns Roles and Relationships	1. Have students complete the Dual-Career Family Inventory. After completions of the inventory, divide students into small groups to make a list of advantages and concerns of dual-career families. Some examples are listed below: Advantages - larger family income, self-fulfillment, independence, future financial security, sharing of parenting role. Concerns - lack of time, lack of energy need for coordination of roles, need for child care, need for a support system for emergencies. Compare list and compose a final class list. 2. Ask students to complete the Dual-Career Parents' Dilemma. Discuss alternate ways of dealing with the situation as a class. 3. Using the interview guide on the following page, Have students interview one or both parents in a dual-career family. Compare the results. 4. Develop a set of Guidelines for Working Parents such as the following: a. Set aside time for your children. b. Engage in quality activities with your children. c. Set aside time for your spouse and friends. d. Set aside time for yourself. e. Make a list of life priorities. f. Set life goals. g. Feel good about working. h. Establish home schedules and rules. i. Reduce stress. j. Leave work at the workplace.	Books B.7 Curriculum Guides D.2 Periodicals H.10 Textbooks 1.2, pp. 230-233 1.3, pp. 92-94 1.6, pp. 89-95 1.7, pp. 284-289, 345-346

COURSE: Parenting and Child Development
Semester 1

COMPETENCY: 006. The learner will analyze parenting roles and relationships in the dual-career family.

Dual-Career Family Attitude Inventory

Below is a list of statements about dual-career parents. Circle the letter that represents your feelings about the statement. A = Agree, D = Disagree, and O = Undecided.

A D O 1. Dual-career parents should share responsibilities for child care.

A D O 2. Women with small children should have only part-time jobs.

A D O 3. Dual-career families experience more stress than families in which only the husband works outside the home.

A D O 4. A husband should earn more than his wife.

A D O 5. A husband's career should come first.

A D O 6. Dual-career husbands and wives should share responsibilities for household tasks.

A D O 7. Women work to increase family income.

A D O 8. The parent with the smaller income should stay home with a sick child.

A D O 9. Women employed outside the home are better mothers.

A D O 10. A woman's career should begin after her children are in school.

A D O 11. Most women enjoy housework.

A D O 12. Men need a woman to take care of them.

A D O 13. Women in our culture have less power and status than men.

A D O 14. A husband and wife should not work in the same business or occupation.

A D O 15. Men should be husbands and fathers first and an employee second.

A D O 16. Women with no children should have a job outside the home.

A D O 17. Children in dual-career families mature faster and accept more responsibility than their peers whose mothers are full-time homemakers.

A D O 18. Latch-key children are a result of dual-career families.

A D O 19. Child care is a big problem for dual-career families.

A D O 20. Women who work outside the home tends to be better parents than women who do not work outside the home.

Adapted from Married and Single Life - Student Activity Guide.

Dual-Career Parents' Dilemma

Complete the checklist below to indicate the situation that would keep you away from your job.
A = Always, S = Sometimes, and N = Never.

A S N 1. Child is hospitalized for appendicitis.

A S N 2. Child is ill with a cold.

A S N 3. Child is injured in a school bus accident.

A S N 4. Child misses the school bus.

A S N 5. Child has a discipline problem at school.

A S N 6. Child has an unsatisfactory report card.

A S N 7. Child is involved in a field trip.

A S N 8. Child has a part in a program at school.

A S N 9. Child's basketball team has a game after school.

A S N 10. Child's graduation from kindergarten.

A S N 11. Child has forgotten his lunch money.

A S N 12. Child has forgotten his school assignment.

A S N 13. Child's regular baby sitter becomes ill.

A S N 14. Child's school is closed for a teacher work day or holiday.

A S N 15. Child's day care teacher calls to tell you that the child is ill.

Adapted from Parenting Curriculum Guide, Nebraska Department of Education.

Dual-Career Family Interview Form

Mother's Occupation_____
Mother's Normal Working Schedule_____
Father's Occupation_____
Father's Normal Working Schedule_____
Number and Age of Children_____
Source of Child Care During Work Hours_____
Cost of Child Care Per Month_____

1. What major satisfaction do you receive from your jobs?

2. Why did you decide to work outside the home?

3. What adjustments have you made as a result of being a dual-career family?

4. What are the advantages of being a dual-career family?

5. What are the disadvantages?

6. Who is responsible for household tasks?

Tasks	Family Member Responsible
Housekeeping	
Grocery Shopping	
Laundry	
Yard Maintenance	
Car Maintenance	
Financial Matters	
Child Care	
Transportation	

7. What advice would you give others that will be dual-career parents?

Adapted from Married and Single Life - Student Activity Guide.

COURSE: Parenting and Child Development
Semester 1

UNIT TITLE: Parenting Roles and Relationships

COMPETENCY: 007. The learner will analyze parenting roles and relationships in the single parent family.

INSTRUCTIONAL OBJECTIVES:

7.1 Identify factors resulting in single parenthood.

7.2 Explain concerns of single parents.

7.3 Describe ways roles and relationships between the child and the single parent differ from those in other families.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Parenting Roles and Relationships Single Parent Families Factors Causing Single Parenthood Unwed parents keeping children Divorce Desertion Death Single parent adoption Institutionalized partner Absence due to job Concerns of Single Parents Supervision and care of child Financial security and support Compensating for a missing parent Emotional support during parenting Feeling totally responsible for child Conflicts between outside work and parenting Roles and Relationships	1. Brainstorm: What are the ways single parent families are formed? Record answers on the chalkboard or on a transparency. Encourage students to consider all possible ways including extended absence due to a parent's job. 2. Invite a panel of single parents to class or have students conduct interviews with single parents. Include individuals who have become single parents as a result of an unwed pregnancy, separation, divorce, death of a spouse, and extended absence of a spouse. 3. Have students describe some problems single parents face. 4. Assign students to: Find what percentage of families are headed by women. List as many ways as possible a mate may become institutionalized. Identify community resources to assist the single parent in each of their new roles. 5. Have students describe some of the advantages of being a single parent. 6. Have a panel discussion on "single parent with children vs divorced parent with children". 7. Prepare a bulletin board - "Single Parenthood Is A Hard Row To Hoe". Description: silhouette of a gardner with a hoe. Prepare a row of construction paper flowers on vegetables with the following phrases: Great Responsibilities, Lack of Adult Help, Financial Problems, Time for Children, Filling the Roles of Both Parents, Meeting Schedules for all Family Members, Needs Energy, Patience and Love.	Books B.9 Curriculum Guides D.2 D.3 Textbooks I.2, pp. 316-319 I.6, pp. 16, 219-221, 224-226

8. Invite a speaker from one or more of the groups formed to help single parents provide adult role models of the opposite sex for their children. Ask them to talk about why their group or program was established and how it operates. Students may also write to organizations for more information.

   Parents Without Partners, Inc.
   7910 Woodmont Avenue
   Washington, D.C.

   Big Brothers of America and Big Sisters International
   224 Suburban Station Building
   Philadelphia, PA 19103

   PAL Program of YMCA and YWCA
   YMCA, National Headquarters
   291 Broadway
   New York, NY 10007

9. Divide class into groups and give each group a case study to analyze. Examples:

   Sheila is 18 years old and has a 10-month old little boy named John. She did not marry John's father and does not receive any child support from him. She lives in a two room apartment and her only income is from the social service checks she receives. She has had to drop out of school to take care of John.

   Hector is a 34-year old widower whose wife, Sally, died a year ago. He has two children, Joel who is 7 and Alice who is 4. Sally's life insurance covered their home mortgage. Hector works as a math teacher.

   Sarah, 45, divorced her husband of 19 years last spring. She has custody of their three children, ages 15, 10, and 8. She received $550 a month for child support and their home as part of the divorce agreement. She worked as a librarian years ago, but has not worked since their oldest child was born.

   Have each group answer the following questions:

   Is the parent in your case study a less "good" person because of his/her life circumstances?

   How have the parents' roles changed?

   How have the children's roles changed?

   What relationship might occur?

   Will any additional support services be needed? How will providing these services affect the family's financial situation?

   What are some short term ways the family can deal with their present financial situation?

   Are there any long term financial considerations to be made?

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES

10. Brainstorm new roles and responsibilities a single female parent will have to deal with when she has custody. Do the same for a single male parent. Compare the list and suggest ways each can learn to assume these new roles and responsibilities. Discuss how these roles and responsibilities differ between the custodial and noncustodial parent. How does the noncustodial parent adapt to parenting children for short periods of time only?

11. Present a mini-lecture on the changing roles and responsibilities in a single parent family. Include the following points:

    Role removal, giving up roles because there no longer is time/energy/need to continue these activities or these tasks are no longer considered priorities.

    Role replacement, substituting new roles for old roles that are no longer appropriate, i.e., full-time homemaker replaced by working outside the home.

    Role redistribution, designating roles formerly held by departed parent to yourself or others within or outside the home.

    Divide class into groups and distribute Single Parent Roles and Responsibilities. Have half the groups complete the worksheet for a family in which the mother has become the single parent; have the remaining groups complete it for a family in which the father has become the single parent. Have groups share their responses and help students draw conclusions about how roles are removed, replaced, and redefined in single parent families.

COMPETENCY: 007. The learner will analyze parenting roles and relationships in the single parent family.

Single Parent Roles and Responsibilities

Division of Roles--Two Parents		Roles for Single Parents		
Mother's Role	Father's Role	Subtracted Roles	Redistributed Roles (taken over by someone else)	Replaced Roles (new roles)
Disciplinarian	Food Preparer	Food preparation less time and energy consuming	Children assume responsibilities for some food preparation	Complete control of discipline

Adapted from Contemporary Parenting Choices, Iowa Department of Public Instruction.

COURSE: Parenting and Child Development
Semester 1

UNIT TITLE: Parenting Roles and Relationships

COMPETENCY: 008. The learner will analyze the parenting roles and relationships of substitute or surrogate parents.

INSTRUCTIONAL OBJECTIVES:

8.1 Give examples of reasons individuals choose to foster parent.

8.2 Identify circumstances in which foster parenting is in the best interest of children.

8.3 Identify parenting roles and relationships of grandparents, in-laws, and other relatives.

8.4 Recognize parenting roles and relationships of neighbors, friends, and caregivers.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Foster Parenting Definition Roles and Responsibilities Parenting by Significant Others	1. Define foster parenting. Lead a discussion on how foster parenting differ from adoptive parenting, from natural parenting. What situations lead to a child being placed in a foster home? Do you feel that the courts and/or social service agencies should be able to make decisions about placing children in foster homes? Why or why not? 2. Invite a speaker from your county or local social service agency to speak on foster care. Ask them to talk about why children are placed in foster homes, qualifications required of foster parents, and legislation regarding foster care. 3. Have students complete the rating scale "Foster Parents: For Love or Money". Discuss: Do foster care payments cover the cost of caring for foster children? Would you be willing to be a foster parent if it cost you $2000 a year out of your own pocket? Is foster care preferable to institutional child care for these children? How would you feel if you had a foster child who had an accident with your car and raised your automobile insurance premiums? Do the emotional rewards of foster care outweigh the financial costs? 4. Divide the class into groups and assign each group a different case study on foster parenting. Ask the groups to identify the parenting skills required in their case study. Are these skills unique to a foster parenting situation? Why or why not? How will the foster parents feel when the child is returned to the natural parents or adopted by others? Examples:	Books B.14 Curriculum Guides D.2 D.3 Textbooks I.2, pp. 316-319

Nancy is spending her birthday in the hospital. Her arm is broken and ugly bruises mar her body. Her mother put them there. When she is well enough to leave the hospital she is going to a foster home. Sally and Bill Adams will be her foster parents. They have two biological children who are ages 10 and 12.

Allan is 13. His parents are divorced and he has been living with his alcoholic mother. Nobody knows where his father is. Allan has run away from home four times this last year. A judge has decided he would be better off in a foster home. James and Helen Simmons have been foster parents for 14 years and will be caring for Allan. Their oldest son is now in college.

Priscilla is an engaging, seemingly normal six year old, but she is hydrocephalic. She needs special medical awareness and care. Her mother deserted her shortly after she was born and her father is in prison for murder. Elizabeth and Ron Phillips have no children of their own. They have been foster parents to 20 children, several of whom have been either mentally or physically handicapped.

5. Contact the county or local social service agency. Ask if there are foster parents who would be willing to speak to high school students about their experiences as foster parents. Invite a panel to class to speak on the special parenting skills required and their feelings when foster children are returned to their natural parents or adopted by others.

6. Brainstorm "Things You Have Learned From Grandparents and Other People."

7. Have students interview grandparents in the community using the "Grandparent Interview Guide."

8. Ask students to complete the "Individuals Who Have Parented Me" activity. Discuss the wide variety of people each has listed. Ask students to compare the parenting responsibilities assumed by other people.

COURSE: Parenting and Child Development
Semester 1

COMPETENCY: 008. The learner will analyze the parenting roles and relationships of substitute or surrogate parents.

Foster Parents: For Love or Money

Individuals assume the role of foster parents for a variety of reasons. Indicate how strongly you agree or disagree with each of the reasons below by circling the appropriate letter. Circle "A" if you strongly agree, "a" if you agree, "?" if you are undecided, "d" if you disagree, or "D" if you strongly disagree.

A a ? d D 1. Individuals choose to be foster parents because of the money they receive to care for the children.

A a ? d D 2. Foster parenting places a drain on a family's finances.

A a ? d D 3. Foster parents feel morally committed to having placed children enjoy the family's living level.

A a ? d D 4. Foster parents cop with crises produced by uprooted and disturbed children.

A a ? d D 5. Foster parents get their biggest rewards from helping children.

A a ? d D 6. Nonreimbursed expenses provided by foster parents should be tax deductible as a donation.

A a ? d D 7. Foster parents should be reimbursed for property damages a foster child may do to their property.

A a ? d D 8. Institutional child care is cheaper than foster care.

A a ? d D 9. Family foster care is a bargain for the taxpayers.

A a ? d D 10. Foster care emphasizes a family environment similar to the natural family.

Individuals Who Have Parented Me

Each and every person is parented by a number of individuals besides his/her natural parents. Any individual, institution, or agency who contributes to the development of a child is in essence performing a parenting role. Some have a more profound affect on a child's development than others.

Think about all the possible individuals who have contributed to your growth and development. List them in the left hand column. Then go back and think about the parenting responsibilities they assumed. Indicate their major responsibilities in the right hand column across from their name.

PARENTING INDIVIDUAL	PARENTING RESPONSIBILITY
Grandmother	Taught me to bake cookies.
Soccer Coach	Good sportsmanship.

Adapted from Contemporary Parenting Choices, Iowa Department of Public Instruction.

Grandparent Interview Guide

1. How many children do you have?_____
   How many grandchildren do you have?_____

2. How often do you see your grandchildren?_____
   Why?_____

3. Do you feel differently toward your daughter's children then toward your son's children?_____
   If so, how?_____

4. Do you feel differently toward your grandchildren than you did toward your children when they were young?_____
   If so, how?_____

5. Do you think children are reared differently today then they were when you were rearing your children?_____
   If so, how?_____

6. Do you approve of the way your children are rearing their children?_____
   Explain why you feel this way._____

7. What do you feel your role is in your relationship with your grandchildren?_____

8. Do you have an especially close relationship with one of your grandchildren?_____
   If so, explain what is special about it._____

Adapted from Education for Parenthood, New Mexico Department of Education.

COURSE: Parenting and Child Development
Semester 1

UNIT TITLE: Parenting Roles and Relationships

COMPETENCY: 009. The learner will analyze the parenting roles and relationships of teenage parents.

INSTRUCTIONAL OBJECTIVES:

9.1 Give examples of ways the role as teenage parent can affect the relationship between parent and child.

9.2 Analyze problems and special needs that teenage parents face in their parenting role.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Teenage Parenting Trends Consequences For the Teenager medical complications of pregnancy emotional stress isolation from friends and family suicide family instability single parenthood divorce higher subsequent fertility school disruption limited employment prospects For the Child prematurity low birth weight risk of death, illness, birth defects growth impairment cognitive deficiencies school adjustment problems behavior problems inadequate parenting abuse and neglect family instability poverty adolescent pregnancy For Society taxation unemployment underemployment social service dependency poverty medical costs family instability loss of human potential uncertain future	1. View videos or filmstrips on teenage parenting. 2. Divide students into groups to analyze the case studies on the following pages. After the groups answer the questions discuss the answer with the class. 3. Have students read a story or book on teen parenting and report to the class. See "Stories of Teen Parenting" and resource list on the following pages. 4. Invite a health professional to class to discuss the medical problems teenagers could experience during pregnancy. 5. Divide students into three groups. Have each group make a list of the consequences of teenage pregnancy for the teenager, the child, or society. Complete a final list with the class. 6. Have students react individually to the statement "teenage pregnancy is everybody's problem." 7. Collect local information on the number of percentage of the following: live births to teenagers teen abortions, miscarriages, still births out-of-wedlock births medical complication of pregnancy maternal deaths neonatal and infant deaths premature and low birth weight babies repeat births to adolescents child abuse and neglect marriage divorce single parenthood educational completion and drop out	Books B.4 B.5, pp. 49, 86, 99, 149 B.10 B.11 B.20 B.22 B.24 Computer Programs C.18 Curriculum Guides D.2 D.6 Filmstrips E.20 E.21 E.64 E.65 Instructional Kits F.13 F.16 F.19 F.20 F.21 F.22 F.23 Pamphlets G.67 Periodicals H.8 H.9 H.11 Textbooks I.1, pp. 60-65 I.2, pp. 146-148 I.3, pp. 94-96 Videos J.22 J.27 J.28 J.29 J.30 J.38 J.41 J.42

COURSE: Parenting and Child Development
Semester 1

COMPETENCY: 009. The learner will analyze the parenting roles and relationships of teenage parents.

Case Study A

Deanna and Brad met last summer at the swimming pool. They spent a lot of time together swimming, horseback riding, and enjoying other activities. By the end of the summer Deanna and Brad were intimately involved. However, they both knew that at the end of the summer, Brad would return to college two hundred miles away and Deanna would complete her senior year in high school. Two months after Brad left for college, Deanna discovered she was pregnant.

1. What are her alternatives?

2. How would you handle the situation?

3. What could Brad and Deanna have done to prevent the situation?

Case Study B

Ginny finally worked up the nerve to visit the health clinic. Her fears were confirmed. She was pregnant. Winning cheerleader her senior year was a dream come true. She was in the process of getting admitted to a business school.

1. Can Ginny handle cheerleading responsibilities, a future career, and a child?

2. What effect will this have on her, the father, the child, her friends, and family?

3. What are some of her alternatives?

Case Study C

Lisa is 17 years old and has a daughter who is 12 months old. Her husband, Jim, is 18. Lisa and Jim are both attending high school. This has been extremely difficult for both of them because Jim is trying to support the family with a night job at a service station. Lisa's time is torn between her daughter, housekeeping, and school. Both Lisa and Jim feel they don't get to see their friends enough any more. Both Lisa's and Jim's parents are too busy to babysit much.

1. What problems have arisen in Lisa and Jim's situation?

2. What future do you see for Lisa and Jim?

Adapted from Contemporary Parenting Choices, Iowa Department of Public Instruction.

Stories of Teenage Parenting

THE TEEN MOTHER

When Jill told her parents about her predicament, they were upset, but not angry. She remembers their saying, "We always think this happens to the other people's kids, not ours." An abortion was considered and rejected.

Although she and Steven had decided they could marry and handle the situation themselves, her parents were not so sure. "One of Mom's biggest worries was about my health," Jill says.

Her mother's worries were justified. The death rate from complications of pregnancy and childbirth is 13 percent greater for 15- to 19-year-olds than for women in their early 20's and 60 percent greater for teenagers 14 and under.

"Steven and I thought about my having the baby and putting it up for adoption. My mother leaned toward that - then less so after we married," Jill says.

Finances also had worried her parents, owners of a small business in which both work. Jill says the main thing that reassured them it was all right to get married was that Steven had completed high school and a year's training at a community college as a plumber.

Also, Jill thought she had a good grasp on finances. "My folks always discussed how much things cost with us kids; I had helped with grocery shopping and handled my own clothes-buying." Even so, the birth went easier than the finances later.

Their 8-pound daughter was born with only moderate difficulty at the county hosiptal at a cost of $725. Unable to find work as a plumber, Steven was employed by a textile company with take-home pay of $200 per week.

With painful budgeting, she says they paid off the medical bill. Monthly rent was $200 for their small apartment. There never was money enough for groceries and anything extra ("not even a hamburger at Hardee's"). Tensions built up when he began bringing home buddies for dinner, a stab at sociability that totally shot the budget.

Money hassles finally resulted in a big blow-up, and they separated when the baby was five months old. Jill filed for divorce and went to live with her parents.

Before and after the birth, Jill continued her education in the Extended Day Program sponsored by the local school system.

After the separation, her parents helped find a small apartment near the school and bought a stroller for her to transport her baby to the nursery at the school.

Jill filed for Aid for Dependent Children. For three months she received monthly checks plus food stamps, hating every check. "I wasn't raised to accept welfare," she says.

In recent weeks, she and Steven have been back together and she is off welfare. Divorce proceedings have been dropped. He has found a plumbing job paying $250 weekly and he has a second job, painting houses.

Education for her was and is important. "Ever since seventh grade, I've wanted to be a secretary," she says. Toward that end, her father is working out plans to finance her enrollment at a business college.

Things are working out, but it isn't always easy. "I love my baby and try to be a good mother but there's a lot I don't know," Jill says. I read everything I can on parenting. . . .but sometimes I get very frustrated and depressed."

It would be easy for a teenage parent to be a child abuser. Jill says her baby is teething now and cries a lot. "Sometimes I have to just put him down and shut the door and just not let myself get angry."

Among some 15 teenage mothers with whom she associates, Jill says she knows two who have had their babies removed by the courts because of abuse and neglect--"and I know about six others who ought to have them taken away."

Was it a wise and realistic decision for her to keep her daughter?

Jill answers. "Of course, I'm glad I have her. But many times I've thought she would be better off growing up somewhere else. Just yesterday, I got together with some girls I knew in junior high and I thought they're having so much fun. Why am I not there?"

Stories of Teenage Parenting

THE TEEN FATHER

Being born on "the right side of the tracks" is no guarantee of easier teenage parenthood -- or so the experience of 29 year old Mark would indicate as he looks back over a 12-year haul.

He and his girl friend, Shelly, came from what usually are called well-to-do families. They were juniors in high school when she became pregnant. Although they considered it an accident at the time, Mark now considers the pregnancy "unconsciously on purpose."

"I think it was a feeling of rebellion. For both of us. It was a way out of our parents' homes," he says.

Mark's parents were strict with high expectations for him. His former teachers remember him as one of the smartest boys in his class.

Her parents had high expectations too. Their plans included a well-educated son-in-law who would be able to support their daughter in style.

When the youngsters learned of the pregnancy, they were married secretly in South Carolina. They found an apartment and planned to announce the marriage in a few weeks, but her mother found out and Mark says "everything went downhill from there."

Her mother wanted an abortion, an annulment, or at least for Shelly to go away and have the baby. Mark says "we had no choice except to stay married." We were determined not to let our parents ruin our lives.

It was a disaster, he says. "We were the only kids our age who were married and all our friends wanted to party and drink at our apartment." Mark quit school and found a job at a local fast food restaurant. "I had to be there at 5:00 am, and I would step over our friends as I got ready for work," he says.

Two months later, Mark and Shelly moved into his parent's home---another mistake. He says they were both too inmature to adjust to living with his parents. Back in an apartment, Shelly struggled with housework and Mark came home at the end of long working days. His earnings were $3.35 an hour.

Their first son, now 11, was born and then a second, now 9. (Both healthy and loving). In between, there were separations, and Shelly filed for divorce twice before she finally got a divorce. Both were 22. By then, he says, "the marriage had deteriorated into a mess." Mark was drinking heavily. "I was totally irresponsible," he says.

By then, however, he was making good money (sometimes $2000 per month) selling cars and training other salesmen. However, "I blew that, too, because of my immaturity and unrealiability."

Although Mark had dropped out of school, Shelly completed the requirements for the G.E.D. at the local community college a year after their first son was born.

Periodically, Mark made attempts at getting his G.E.D. and finally finished it just before the divorce.

Since the divorce, Mark has paid child support, now set by the courts at $100 per week.

Mark lived at home for a year in something like delayed adolescence, then went to work in his father's company where he currently is a salesman. He has come to terms with the idea of working for his father. "Sometimes I think, here I am 27 and working for my dad. But I've pretty well resolved that; I tell myself no one else could work for him."

He went through a series of lovers and is recently remarried. "Once I said I never would marry again. Now, it sticks in my craw to say it, but I believe marriage is necessary."

With obvious satisfaction, he relates that he and Shelly are good friends, "almost like a brother and sister," and he feels good about his relationship with his sons. Nine months ago, he completed an alcoholic treatment program and joined Alcoholics Anonymous. "I should have done it long ago," he says.

Did he make a realistic decision when he and Shelly decided to keep their baby? Mark contemplates the question.

"No, I guess it wasn't a realistic decision," he says. "A realist would have waited until he was grown up himself before he had children. It might be 27, and it might be never." Still, he says he came out of their teenage marriage better than most.

"Shelly and I paid the full emotional cost in going through the thing. Now, we're both close to our kids....that doesn't come easily."

COURSE: Parenting and Child Development
Semester 1

COMPETENCY: 009. The learner will analyze the parenting roles and relationships of teenage parents.

Stories of Teenage Parenting

THE GRANDPARENT

Mrs Billings is a grandmother involved in the "keeping" trend. Her granddaughter was born to her unmarried 14-year-old daughter. Mrs. Billings says she can't remember how she learned her daughter was pregnant, but that "believe me, there were plenty of tears at the time." The baby's father, also a teenager, never figured in the planning, she says; he simply "faded out".

Although Mrs. Billings is separated from her husband, he contributes to the support of his three daughters and takes an active interest in them. It was a family decision to keep the baby. Mrs. Billings' circumstances require that she work part-time and this has meant juggling schedules in order to baby-sit with the child while her daughter works as a computer programmer.

Mrs. Billings and administrators at the high school consider the young woman a real success story. With determination, she continued her schooling after leaving junior high school and she graduated from high schol.

During the three years she was in school, the girl was on AFDC. Now, she is self-supporting. But, could she manage without her mother and other relatives baby sitting? "Oh, no. There's no way!" says Mrs. Billings.

She thinks the situation has worked out better than most; for one thing, her grandson "knows who his mother is". That's not the case with some she knows in similar situations, she says.

The daughter dates now and Mrs. Billings thinks she will eventually marry.

"It certainly has changed my life," says the grandmother. "I don't always feel cut out to look after a baby at my age (in her 60s). You look forward to the time you will relax and have things the way you want."

"I have an awfully sweet grandchild, but it's just not the same as when they come to visit."

Adapted from Parenting, York Community Schools.

COURSE: Parenting and Child Development
Semester 1

UNIT TITLE: Special Parenting Concerns

COMPETENCY: 010. The learner will analyze special parenting concerns in today's environment.

INSTRUCTIONAL OBJECTIVES:

10.1 Explain the challenges of parenting special needs children.

10.2 List factors associated with child abuse.

10.3 Describe ways parents can assist children in dealing with stress and family crisis.

10.4 Outline ways parents can help children in using media and technology for personal development and enjoyment.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Parenting Concerns in Today's Environment Special Needs Children Child Abuse Stress and Family Crisis Media and Technology	1. Explore the challenges of parenting special needs children using the "Families with Special Needs Children" filmstrip and case study kit. 2. List on chalkboard possible effects a special needs child might have on siblings: jealousy, fear of being affected, added responsibility, adjustment in social activities, and resentment of time spent by parents with child. Ask students to suggest others. 3. Ask a panel of parents of special needs children to discuss problems faced by the parents. Include financial burden, social life, marital disharmony, fear of future pregnancies, excessive demands on time and energy, finding babysitters, etc. Have students prepare questions before presentation. 4. Invite a panel composed of parents and/or special education teachers, social services representatives, counselors from rehabilitation center, school nurse, to describe professional services, parent support groups, and others who offer assistance to families with special needs children. Ask students to prepare a list of questions in advance of presentation, i.e., availability in your community, costs, etc. 5. Ask students to respond to the four items below. Record answers and hold for follow-up activity. a. Define child abuse b. Define child neglect c. List major causes of child abuse and neglect d. List possible ways to eliminate child abuse and neglect. Have students research topic of child abuse and neglect to support or refute statements made on papers. Discuss findings in class or show filmstrip Child Abuse and Neglect. Evaluate definitions and lists recorded earlier in terms of concepts presented in filmstrip. 6. Assign students to collect and bring to class newspaper and magazine articles related to child abuse. (Develop personal file for classroom use.) Analyze articles in terms of types of abuse reported, age of children, causes if given, outcomes, agencies involved.	Filmstrips E.11 E.12 E.15 E.29 Instructional Kits F.10 Pamphlets G.9 G.10 G.59 Periodicals H.5 H.7 H.8 H.12 H.13 Textbooks I.1, pp. 20, 201-202, 282 I.2, pp. 136-140, 374-390 I.3, pp. 404-406 I.6, pp. 271-276 I.7, pp. 218-218, 261-262 Videos J.12 J.15 J.21

7. Help students experience pressures and stress that might lead to child abuse through an activity. Prepare a tape recording of children crying, screaming, laughing, yelling, making loud noises. Play while activity progresses. You and students add stress factors. Ask students to express how they would feel and what they would do. Possible situations:

   a. You are a single parent--your boy/girl friend is coming to visit--it is 8 pm--your 14 month old child is teething--crying--fussing--will not sleep--your friend arrives and wants you to go out--child is crying--you can't find a babysitter--the child is crying.
   b. Your alarm clock did not go off--you must be at work by 8 am--toddler throws oatmeal on floor--babysitter is ill--you have to take child to grandparents' home--toddler hides under bed and won't come out--can't find sweater for child--it is 7:30 am.

8. Have students research child abuse laws. Request representative from Department of Social Services to participate in question and answer period on topics: reporting and investigating child abuse and neglect, caring for abused/neglected children, prosecuting or providing treatment for abusive parents.

9. Assign readings on family crisis and/or stress. Brainstorm types of family crisis such as death, separation, divorce, severe illness, care of aging relatives, fire, accident, unwanted pregnancy, alcoholism, etc. Discuss some possible effects of these crisis on individual family members and on the family unit.

10. Do a mini-lecture on the three variables that help determine whether or not an event becomes a family crisis:

    hardships of event itself
    resources of family (structure, flexibility, and previous history with crisis)
    family's view of event (a threat or not to status, goals, and objectives of family)

    Also present the features of a positive response to crisis:

    a. involvement - commitment to and participation in family life by members of group.
    b. integration - interchange between roles in group.
    c. adaptation - ability of group to change responses to each other and world around them.

11. Divide the class into groups and present each group with a crisis situation. Have them research appropriate ways to deal with the crisis and develop a poster which reflects the approach they have chosen. Crisis situations to be assigned to groups include death of a family member, divorce, moving, news of a fatal illness, runaway child, and loss of family income.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES

12. Brainstorm in class types of media and technology that impact on children and parents.

TV	microcomputer software
newspapers	radio
books	video games
magazines	other printed materials
videos	other

13. Assign students to interview parents of children of various age levels to determine:

    a. Do you guide selection of media for your children's use?
    b. How do you determine what is acceptable/unacceptable?
    c. Do you limit amount of time your children may watch TV? If so, how many hours a day?
    d. What types of media do you have available in your home for your children to use?
    e. Do you have books or magazines for your own use you prefer your children not to use? How do you restrict the use of these by your children?

    Discuss results in class in relation to age levels of children involved. Develop from responses a list of criteria for guiding the selection of media for children.

14. Write the following questions on a transparency or newsprint. Ask students using the resources listed or others, to determine how they as parents would assist children in answering the questions below:

    a. How does one differentiate between fantasy and reality on television?
    b. How do TV characters become role models?
    c. What is the difference between fantasy action and the real-life action of news/sports?
    d. What is the relationship among TV news, news in magazines or newspapers, and radio?
    e. How do TV commercials influence us? How can we become more discriminating consumers?
    f. How are special effects created on television?
    g. How does sterotyping occur in TV programs?

    Discuss findings in class.

COURSE: Parenting and Child Development
Semester 1

UNIT TITLE: Community Resources

COMPETENCY: 011. The learner will identify sources of community support for parents.

INSTRUCTIONAL OBJECTIVES:

11.1 Recognize parents are not self-sufficient.

11.2 Identify community agencies, medical sources, and self-help groups that provide support for parents.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Sources of Support for Parents Community Agencies Medical Sources Self-Help Groups	1. Discuss "Parents Are Not Always Self-Sufficient." 2. Brainstorm ways neighbors and friends can support parents. Discuss parent actions which elicit help from friends and neighbors. 3. Have student teams collect information from agencies and organizations that provide assistance to parents and children. Compare agencies providing similar services. Some sources of information include: telephone directory, churches, police, hospitals/clinics, doctors, crisis hotlines, private agencies, parents anonymous, and schools. Draw conclusions about resources in your community. Are there sufficient resources to meet parents' needs? What effect would a lack of resources have on parents? How can parents fill gaps in community services? 4. Prepare a list of problems faced by parents and families. Group problems in these categories: a. Personal and Family b. Financial c. Medical d. Legal e. Education Have student groups identify agencies that could assist in solving its list of problems. 5. Invite a social worker to class to discuss the services available to parents and children.	Curriculum Guides D.8 D.9 Textbooks 1.6, pp. 280-281, 368 Videos J.19

COURSE: Parenting and Child Development
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UNIT TITLE: The Parenthood Decision

COMPETENCY: 012. The learner will analyze the parenthood decision-making process.

INSTRUCTIONAL OBJECTIVES:

12.1 Give examples of reasons individuals become parents.

12.2 Give examples of reasons individuals choose not to become parents.

12.3 Identify alternatives to natural parenting.

12.4 Explain parenthood decision-making considerations.

12.5 Analyze ways to plan parenthood.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
The Parenthood Decision Reasons for Choosing to Parent Reasons for Choosing Not to Parent Alternatives to Natural Parenting Decision-Making Considerations Emotional Maturity Desire for Parenthood Health Considerations Age of Parents at Baby's Birth Financial Considerations Insurance Considerations Lifestyle Considerations Planning the Time and Circumstances of Parenthood	1. Discuss social and emotional pressures which encourage individual to become parents. 2. View transparencies on all the wrong reasons for having children. 3. Discuss reasons individuals decide not to parent and the consequences of the decision. 4. Discuss reasons individuals choose alternatives to natural parenting such as adoption, foster parenting, step-parenting. 5. Read text materials on the decision-making process. 6. Divide students into groups, assign each group a parenthood decision case study. Have groups follow the decision-making process in making parenthood decision for the case study. Example Case Studies Sue and Jim have been married three years. Jim has three children by a previous marriage who are living with them. Sue is now 33 years old. As a computer programer, Sue earns $20,000 a year, which is almost half of the family's combined income. Recently, Sue has been thinking about having a child of her own. Natasha and Robert, both age 18, were married last July just after high school graduation. Robert would like to go to college to study engineering. He hesitates to have a child now. Natasha, who is currently working in a day care center, wants to start a family right away. Robert has a summer job as an assistant manager in a fast food restaurant. Natasha's and Robert's blood type are not compatible and the doctor has told them that there could be problems with their first child.	Books B.5, pp. 46-52 Computer Programs C.2 C.6 C.7 Curriculum Guides D.5 D.6 D.7 D.9 Filmstrips E.18 E.39 E.40 E.46 E.49 E.52 E.57 E.58 Instructional Kits F.17 F.18 Pamphlets G.7 G.18 Textbooks I.2, pp. 91-92 Videos J.20 J.36

Elizabeth, age 22 and John, age 23 have been living together for two years. Both partners want to raise a large family. John works the night shift at a textile mill where he receives medical benefits. Sue is a sales clerk in a local department store. Their combined yearly income is $25,000. They have no savings since they have just purchased a new car and new furniture for their two-bedroom apartment. Both Elizabeth and John are in excellent health.

7. Invite a health professional as a guest speaker. Ask the speaker to address what family planning is and the reasons for family planning.

8. Have students complete and discuss the chart Reasons For Having Children.

9. Divide students into groups. Ask each group to research and report on the effects of parenting in one age category. Complete the chart during class discussion.

10. Have students complete the Parenting Lifestyle activity.

11. Complete the Changing Lives activity in class groups.

Reasons For Having Children

Place an X in the Yes column if you feel this is a good reason for having children. Place an X in the No column if you feel it is not a good reason. Place an X in the Undecided column if you are undecided about the reason.

	Yes	Undecided	No
1. My parents want grandchildren.			
2. I like children.			
3. I can afford to have a baby.			
4. I will be somebody if I have a child.			
5. I like to be needed.			
6. A baby will give me something to do.			
7. A baby could help a marriage.			
8. I want to prove that I am a woman or man.			
9. I don't want to be different.			
10. I have always wanted a child.			
11. I enjoy contributing to the development of children.			

Adapted from Parenting, York Community High School.

COURSE: Parenting and Child Development
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COMPETENCY: 012. The learner will analyze the parenthood decision-making process.

Parenting Lifestyle Questionnaire

The purpose of this questionnaire is to find out the effects of having children on parents. Please interview five adults, preferably of different ages, with different age children, different number of children, and/or different life styles. Ask them to respond to these questions without placing their names on the questionnaire. After you have interviewed all the adults, analyze the results according to the questions at the end of the questionnaire.

1. Did you make a conscious decision to have your first child? If so, what made you think you were ready for children? If not, do you feel yo were ready for children? Why or why not?

2. Why did you want to have children?

3. What physical changes did your first child make in your life?

4. What economic changed did your first child make in your life?

5. What emotional changes did having a child make in your life?

6. What role changes occurred between the parents after the first child was born?

7. What do you wish you had known before having children?

8. What support could have help you cope with having and rearing children?

9. What additional changes were made in your life with the addition of other children?

10. Would you choose to have childrer again if you had it to do over? Why or why not?

11. What have you liked best about being a parent?

12. What has been most difficult about being a parent?

13. What other comments would you like to make?

Students: Analyze all your questionnaires for:

a. satisfaction with parenthood
b. reasons for having children
c. effects of having children on lifestyles
d. what to be prepared for when having children

Adapted from Parenting, Lincoln Public Schools.

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COMPETENCY: 012. The learner will analyze the parenthood decision-making process.

The Effects of Becoming a Parent at Different Ages

	Teens	20's	30's	40's
Social Life:				
Income:				
Education:				
Career:				
Health:				
Lifestyle:				

Adapted from Parenting, York Community High School.

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COMPETENCY: 012. The learner will analyze the parenthood decision-making process.

Changing Lives

Divide class into groups of 2 or 3. Give each a sample quotation which shows possible changes a baby brings to parents' lives. Each group should (1) identify as many changes as possible from each situation and (2) make a list of as many others as they can remember from other experiences. Share results with all groups and put ideas on board. Which of the ideas are much alike? Group them. What are some names for the larger categories? What additional changes do these broad categories suggest?

Samples:

A. "She's our first, so she caught us by surprise. I mean, when your kid can open drawers or climb stairs, your life can change overnight. Now she's working on how to climb out of her crib."

B. "There's no way we could get along without a playpen. Somebody's always going in or out, the other kids have their stuff all over the place. Too much can happen too fast if I've got my hands full with something and she decides to climb up the lamp..."

C. The chart shows when baby (6½ months) wakes up:

1:30 am
5:30 am — 5 sleep periods for total of 14 hours with 10 hours awake time
7:30 am
11:00 am
4:00 pm

D. Karen is trying to feed herself with a spoon, but more food is ending up on the floor than in her mouth. She refuses to take what her mother has heaped on the spoon she is holding.

E. "Our son had colic and he screamed for the first three months, once for eight hours without stopping. I began to think I really hated him."

F. "Being married, getting along at work, they're nothing compared with this. It's the most difficult thing I've ever done. It seems I can hardly get away physically and never emotionally."

G. "Even before he was born, I was collecting colorful pictures to go on the wall by the crib. To please the eye, right? One day -- he was still very tiny -- he stayed quiet for a very long sleep in the afternoon. When I finally went in to wake him, he was wide awake, surrounded by dozens of tiny wads of paper. His mouth and cheeks and the sheet were all smeared grey with ink. The picture on the wall was in shreds. He'd had a very satisfying time, I could tell. But not the way I'd expected."

H. "We just couldn't get a diaper on him because he wiggled so much. It would take ten minutes of wrestling and they'd still fall off. We got the bright idea of having him stand up holding onto a chair. He had to hold on for dear life so he wouldn't fall, and that meant he kept still while we stood on our heads to do the diapering.

Source: Parenting, Lincoln Public Schools.

COURSE: Parenting and Child Development
Semester 1

UNIT TITLE: Pregnancy and Prenatal Development

COMPETENCY: 013. The learner will describe the hereditary and environmental influences on prenatal development.

INSTRUCTIONAL OBJECTIVES:

13.1 Describe ways personal characteristics are inherited.

13.2 Identify the causes of birth defects and ways they can be diagnosed and prevented.

13.3 Identify parental traits for healthy babies.

13.4 Explain why teen pregnancies are considered high risk.

13.5 Identify the types, purposes, and risks of prenatal tests.

13.6 Describe the causes and alternatives for infertility.

13.7 Compare the stages of prenatal development.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Hereditary and Environmental Influences or Prenatal Development Hereditary Influences Genetic Inheritance Birth Defects Types Prevention Diagnosis Genetic Counseling Environmental Influences Alcohol Drugs Addictive Over-the-Counter X-Rays Infectious Diseases Parental Traits for Healthy Babies Age Weight Health History Family Genetic History Nutrition History Substance Abuse History Exercise Habits Prenatal Development Stages Ovum or Zygote Embryo Fetus Technological Procedures for Monitoring Development Amniocentesis Sonogram Chronic Villi Sampling Infertility Causes Alternatives	1. Brainstorm traits inherited from parents and grandparents. Using text and visual, discuss genetic inheritance. 2. Ask a health professional to discuss prenatal development and development concerns. 3. Have students research birth defects using pamphlets and text materials. 4. Show students a sonogram and help them identify the developing child's features. 5. Discuss other types of prenatal tests. Include advantages, disadvantages, cost, and availability. 6. In small groups compile list of parental traits that are important for mothers and fathers who want healthy babies. Share list with class and make one complete list. 7. Have students rate themselves as potential parents of healthy babies by listing their traits in two columns: "My Healthy Traits" and "My Traits for Improvements." 8. View a filmstrip and video on prenatal development. 9. Divide students into groups to research prenatal development stages. The class report can include: length of stage, changes in the child and mother during the stage, terms associated with the stage, and development during the stage. Prepare a class chart comparing the three stages.	Instructional Kits F.9 F.17 F.18 Pamphlets G.64 Textbooks I.1, pp. 37-49 I.3, pp. 69-78 I.7, pp. 60-96 Videos J.31

COURSE: Parenting and Child Development
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UNIT TITLE: Pregnancy and Prenatal Development

COMPETENCY: 014. The learner will outline the characteristics of a healthy pregnancy.

INSTRUCTIONAL OBJECTIVES:

14.1 List the early signs of pregnancy.

14.2 Describe quality medical care during pregnancy.

14.3 Distinguish between discomforts and complications of pregnancy.

14.4 Give recommendation for a pregnant woman's activities, rest, exercise, personal care, and clothing.

14.5 Describe emotional adjustment necessary during pregnancy.

14.6 Identify pregnancy fallacies.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Healthy Pregnancy Signs Quality Medical Care Sources of Care Cost Schedules Nutritional Needs Typical Discomforts Complications Requiring Medical Attention Personal Care and Activities Emotional Health	1. Invite a health professional to discuss medical care needed during pregnancy, pregnancy discomforts and complications, and fallacies associated with pregnancy. 2. Make a list of places in the community where pregnant women can obtain medical care. Prepare a chart on cost and sources. 3. View filmstrips or videos on pregnancy. 4. Divide into groups to prepare a report on activities, exercise, rest, weight control, clothing, personal care, dental care, and emotional needs of the pregnant woman. 5. Invite several new mothers and fathers to class to discuss their pregnancy experiences.	Books B.5, pp. 90-109 Computer Programs C.4 C.12 C.13 C.14 Filmstrips E.1 E.27 E.44 E.45 Instructional Kits F.11 Pamphlets G.20 G.21 G.44 Textbooks I.2, pp. 303-305 I.3, pp. 69-84, 92-97 I.6, pp. 70-71, 229-230 I.7, pp. 72-82, 91-96 Videos J.23

COURSE: Parenting and Child Development
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UNIT TITLE: Pregnancy and Prenatal Development

COMPETENCY: 015. The learner will plan a nutritionally adequate diet for a healthy mother and child.

INSTRUCTIONAL OBJECTIVES:

15.1 Name the Basic Four food groups and essential nutrients.

15.2 Identify nutritional needs of pregnant women.

15.3 Compare the nutritional needs of a pregnant woman with those of a teenager.

15.4 Explain how the mother's diet is related to the baby's development.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFEPENCES/RESOURCES
Prenatal Nutrition for Mother and Child Basic Four and Essential Nutrients Relationship to Mother's Health and Child's Development	1. View a filmstrip on maternal and infant nutrition. 2. Divide students into groups. Plan and and prepare a daily menu for a pregnant woman and her child. Use a computer program to analyze and improve the menu. 3. Compare students' daily diet to the nutritional needs of pregnant women using a computer program. 4. Make a poster on the nutritional needs of the child and the mother. 5. Have students prepare reports on essential nutrients during pregnancy. Include nutrient sources and effects on the mother's health and baby's development.	Computer Programs C.9 C.10 Curriculum Guides D.8 Filmstrips E.62 Pamphlets G.20 G.21 Textbooks I.3, pp. 85-92 I.4, pp. 106-111 I.5, pp. 110-116 I.7, pp. 83-90

COURSE: Parenting and Child Development
Semester 1

UNIT TITLE: Preparing for the Birth

COMPETENCY: 016. The learner will outline preparations for the arrival of a baby.

INSTRUCTIONAL OBJECTIVES:

16.1 Define parental leave.

16.2 Describe preparations for family emotional and physical well-being during and immediately after birth.

16.3 Identify supplies needed for a baby.

16.4 Describe housing needs of a baby.

16.5 List sources of childbirth education.

16.6 Identify ways to select a pediatrician.

16.7 Identify ways to select baby names.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Preparing for Birth Leave Maternity Paternity Family Preparation Feeding Choices Breast-Feeding Bottle-Feeding Supplies Clothing Feeding Equipment Bedding Bathing Travel Equipment Furniture Housing Space Education for Childbirth Classes Books and Magazines Selecting a Pediatrician Selecting a Name	1. Complete a community survery on prenatal leave policies of area employers. Prepare a class chart comparing the results. 2. Divide class into two groups to research the advantages and disadvantages of both breast-feeding and bottle-feeding. 3. Prepare a report either in groups or individually on one type of supplies needed for a new baby. Reports should include cost of items and money-saving ideas. Prepare a checklist of necessary items. Use the reports for preparing a total budget for an expectant family. 4. Plan a housing space for a baby. Include ideas for using various housing spaces. 5. Investigate the opportunities for parenthood education in the community. Make a directory for distribution to new parents in the community. 6. Discuss sources of names for babies. Ask students to relate how their names were chosen. Discuss the effect of names on the child's life. 7. Develop a set of guidelines for selecting a pediatrician. 8. Invite a childbirth instructor to class to discuss the benefits of parenthood education. 9. Visit a childbirth class in the community. 10. Discuss preparations of the family for the baby's birth. Include preparing other children and family members. Include ideas for taking care of family responsibilities such as meal preparation and housekeeping chores during the last days of pregnancy and immediately after the baby is born.	Books B.3 B.5, pp. 107-123 Pamphlets G.33 G.34 Textbooks I.7, pp. 97-105

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UNIT TITLE: Preparing for the Birth

COMPETENCY: 017. The learner will describe the events that occur during the birth of a baby.

INSTRUCTIONAL OBJECTIVES:

17.1 Identify the ways that labor begins.

17.2 Explain the three stages of labor.

17.3 Describe hospital procedures during and after birth.

17.4 Compare methods of delivery available.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Birth The Beginning Three Stages of Labor Hospital Procedures Delivery Methods	1. View a flim on childbirth. 2. Using transparencies, pictures, or models describe the events that take place during the birth process. 3. Visit a local hospital to tour the labor and delivery facilities. 4. Invite a health professional or childbirth educator to discuss the birth process.	Books B.5, pp. 125-137 Filmstrips E.47 Textbooks I.3, pp. 105-115 I.7, pp. 106-117 Videos J.31

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UNIT TITLE: The Newborn

COMPETENCY: 018. The learner will analyze the needs of the newborn and his parents.

INSTRUCTIONAL OBJECTIVES:

18.1 Describe characteristics of a newborn.

18.2 Identify needs for both parents and baby during the first six weeks after birth.

18.3 Demonstrate procedures for the care of the newborn.

18.4 Identify special needs of the premature child.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
The Newborn Appearance Reflexes Needs Routines The Mother Physical Needs Emotional Needs Parenting Role The Father Emotional Needs Parenting Role	1. View a filmstrip such as "Infant Care". 2. Using a doll, practice bathing, diapering, feeding, putting infant to bed, holding properly, and taking temperature. 3. Homework Assignment: Set clock at 3-hour intervals throughout the afternoon and night. When alarm goes off, get out of bed and go to the kitchen for a drink of water. Sit up 20 minutes before returning to bed. This is an approximation of the time required to get up and feed a newborn infant. 4. Have students complete the activity below: Flour Baby Experience For three weeks each student is to take care of a 5-pound sack of flour as if it were an infant. It must not be left unattended. Students with jobs or other extra-curricula activities must hire a babysitter for 5¢ an hour; parents may not be the sitters. At the end of the activity, discuss and evaluate the experience.	Books B.5, pp. 138-149 B.6 Filmstrips E.24 Instructional Kits F.5 Pamphlets G.4 G.22 Periodicals H.11 Textbooks I.3, pp. 116-124 Videos J.1 J.2 J.10 J.26 J.32 J.34 J.43 J.44

COURSE: Parenting and Child Development
Semester 2

UNIT TITLE: The Study of Children

COMPETENCY: 019. The learner will explain the relationship between learning about children and becoming a good parent.

INSTRUCTIONAL OBJECTIVES:

19.1 List the advantages of studying about children.

19.2 Compare childhood past and present in terms of health care, nutrition, dress, and parental attitudes.

19.3 Explain how childhood experiences and influence one's present and future life.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
The Study of Children Advantages of Study History of Childhood Influences of Childhood Experiences	1. Play a recording of children's songs or lullibies while showing slides or pictures of children. 2. Make a list of the advantages to be gained from the study of child development. 3. Compose a class definition of child development. 4. Brainstorm characteristics that describe children in response to children are.... 5. Conduct an illustrated talk on historical attitudes about children. Use outline as a guide. Illustrate with history and social studies texts. 6. Have students interview an older person about his/her childhood. Compare results. Sample questions include: a. How many children were born into your family? b. What kinds of responsibilities did you have as a child? c. What were your favorite playthings as a child? d. What did you do for entertainment in your family? e. How were you disciplined as a child? f. Approximate age of person being interviewed? 7. Invite senior citizens from the community to talk with the class about their childhood. 8. Have students bring old family photographs to class. Discuss dress, expressions, and position of children in the pictures. 9. Ask students to relate their memories of childhood experiences.	Books B.5, pp. 15-31 Curriculum Guides D.3 D.8 Periodicals H.16 Textbooks I.1, pp. 3-13 I.3, pp. 13-33, 25-30 I.7, pp. 14-23

COURSE: Parenting and Child Development
Semester 2

COMPETENCY: 019. The learner will explain the relationship between learning about children and becoming a good parent.

History of Childhood

I. Parenting in the Early European Era

A. Until the 16th century little emphasis was placed on the proper care of children

1. Unwanted childre were killed or abandoned .

II. Parenting Practices--Europe and other countries (1500-1700)

A. Discipline

1. Infants were swaddled (wrapped from head to toe)

2. Beatings and whippings up to 25 years of age

3. Era shutting children in closets

III. Parenting Practices--United States (1620-1900)

A. Discipline

1. Puritans--children were sinful; will must be broken by strong discipline

2. Ideas changed--children worked to produce food; families closer; children more valuable

B. Education--highly valued, especially for boys

1. Public education became available

IV. Parenting Practices--United States (20th Century) - "Century of the Child"

A. Mother looked upon as primary nurturer

B. Parenting was inferior occupation compared to "work"

C. 1912--U.S. Children's Bureau established--published booklets entitled Infant Care (showed ideas about child rearing changing)

D. Predominent attitudes

1. Greatest concern was disease and illness

2. Kissing and cuddling was discouraged

3. 1930's--breastfeeding discouraged

4. Beatings no longer looked upon as the thing to do

5. 1950's--became the "permissive" generation--children develop at own rate; child-rearing practices should not hinder; more women working

V. Parenting Practices--United States (late 20th Century)

A. Nurturing by both Mother and Father

B. Child centered society

C. Natural childbirth and breastfeeding

D. Caring for the Whold Child

E. Parent Education

F. Babies having babies

G. Child care and education by institutions outside the family

Adapted from Education for Parenthood, New Mexico Department of Vocational Education.

COURSE: Parenting and Child Development
Semester 2

UNIT TITLE: Parent-Child Development

COMPETENCY: 020. The learner will explain the relationship between development of both parents and children.

INSTRUCTIONAL OBJECTIVES:

20.1 Outline the principles of development.

20.2 Give examples of the way that both children and parents are developing at any given time.

20.3 Identify developmental tasks for children.

20.4 Analyze factors influencing the child's development.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Parent-Child Development Definit Principles Proximodistal Cephalocaudal General to Specific Continuous and Orderly Types of Development Physical/Motor Social/Emotional Mental/Cognitive Developmental Tasks of Parents and Children Theories of Development Influences on Development	1. Ask students to complete the Steps in Development Pretest. 2. View the filmstrip "Child Development: Ages and Stages". Discuss the major differences between infants, toddlers and preschoolers. 3. Present an illustrated talk using The Parent-Child Development Information Guide. 4. Discuss the concept of mutual interaction between parent and child. Mutual Interaction: both parent and child have input into a relationship and each acts according to how he/she perceives or sees the relationship. 5. Study a picture of a parent or child. Answer the following questions about the picture. a. Describe what the parent is doing in this situation. b. What do you think the parent is feeling? c. Describe what the child is doing in this situation. d. What do you think the child is felling? e. How are the actions of this parent and child affected by what they think the other is feeling? 6. Brainstorm a definition of development. Discuss areas of development such as mental, physical, social, emotional, and moral. 7. Using transparencies and pictures, outline the four development rules: head to toe, center to extremities, general to specific, and continuous and orderly. 8. Point out through examples proof of the following principles: (1) All children develop in similar sequences. (2) Children gains control of large movements before gaining control of small movements. (3) Development is continuous. (4) Mental, social, emotional, and physical development proceed at different rates. (5) All areas of development are interrelated.	Books B.5, pp. 21-30 Computer Programs C.1 C.17 Curriculum Guides D.1 D.2 D.3 D.4 D.9 Filmstrips E.13 E.16 E.22 E.28 E.60 E.61 E.63 Instructional Kits F.6 Pamphlets G.27 G.30 G.31 G.57 G.63 Periodicals H.6 Textbooks I.2, pp. 319-349 I.6, pp. 243-265 Videos J.3 J.4 J.6 J.8 J.13 J.35

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
	9. Divide students into groups to research child development theories. Have the groups report to class using case study and/or picture examples. 10. Divide into small groups. Have each group draw an assignment card on the ways in which the child develops, such as: language, walking, grasping, reaching, eating, standing, etc. The group will prepare a presentation of the area of development chosen showing how development progresses through stages. Use illustrations and captions such as the following to help present the information: grasping - reaching for rattle, scooping up with both hands, picking up small objects with thumbs; language - cooing to babbling to echolaling to one-word sentences. Present the group's projects to the class. 11. Divide students into four groups according to position in the family: youngest child, oldest child, middle child, and only child. Discuss advantages and disadvantages of each particular position.	

COURSE: Parenting and Child Development
Semester 2

COMPETENCY: 020. The learner will explain the relationship between development of both parents and children.

Steps in Development Pretest

At what age level do you believe each of the following steps in development usually begin to occur?

	Age Levels		Age Levels
____1.	begin to walk	A.	Infancy - 0-12 months
____2.	talk in sentences	B.	Toddler - 1-3
____3.	ride a bike	C.	Preschool - 4-6
____4.	name the primary colors	D.	School Age - 6-9
____5.	play group games	E.	School Age - 10-12
____6.	count to 20		
____7.	recite the alphabet		
____8.	be toilet trained		
____9.	write cursively		
____10.	tie shoes		

Key

1. A
2. B
3. B
4. C
5. C
6. C
7. C
8. B
9. D
10. B

Adapted from Contemporary Parenting Choices, Iowa Department of Public Instruction.

COURSE: Parenting and Child Development
Semester 2

COMPETENCY: 020. The learner will explain the relationship between development of both parents and children.

Parent-Child Development Information Guide

Principles of Parent-Child Development

1. All behavior is caused, and the causes are many.
2. Behavior is the result of maturation and learning. It results from a combination of inherited traits and individual experiences.
3. Development is continuous, orderly, and follows a sequence.
4. The rate of development

   differs from child to child.
   is different for different parts of the body.
   is not constant throughout the life cycle.

5. The four types of development are:

   physical/motor
   mental
   emotional
   social

6. All types of development are interrelated and affect other types.
7. Development proceeds from general to specific.
8. Children have a natural desire to learn which promotes development.
9. There are critical periods in development when an individual will interact with his/her environment in specific ways.
10. At every level of maturity, an individual will show forms of behavior that he will change or abandon.
11. Each developmental task or skill builds on skills that have already been acquired.

Basic Ideas in Parent-Child Relationships

1. The relationship between parent and child is complex. Both the parent and the child take an active part and influences the behavior of the other.
2. Every child is different and plays an important part in his own development.
3. Ways parents deal with children will vary with the child and with the situation. Parents need many child-rearing skills.
4. Parental roles change as the child grows and develops.
5. Children need to learn that they are responsible for their own behavior. Parents need to allow children to be responsible for their behavior.
6. Definitions:

   a. Growth: An observable change in size and/or shape.

   b. Development: The process of change over time that involves increasing ability to function as an individual with interests, skills, and emotions.

   c. Developmental Task: Skills a person must acquire in order to adjust to the demands of his/her environment at a given time.

Source: Education of Parenthood, New Mexico Department of Vocational Education.

Parent-Child Development Information Guide

Infancy Developmertal Tasks

The Child During Infancy

A. Physical development

1. Adjusting to the birth process
2. Adjusting to fast growth
3. Regulation of body systems

B. Learning self-regulated behavior

1. Eating
2. Breathing
3. Eye-hand coordination
4. Sleeping

C. Basic sense of trust

1. Stable environment
2. Consistent quality care

D. Self-differentiation

1. Learns he/she is a separate person
2. Becomes attached to parents and others

Parents of Infants

A. Transition to parenthood

1. Physical change

a. Increased physical and mental activity to care for infant
b. sexual adjustment with husband

2. Adjusting to lifestyle change

a. Fitting into community life as young family
b. Reestablishing relationship with relatives and friends
c. House and budget change

B. Major role of parent during infancy is that of "caregiver" or "provider"

1. Infant depends completely on parent for physical and psychological needs
2. Demands for care from infant in turn gives parent satisfaction of being needed

Source: Education for Parenthood, New Mexico Department of Vocational Education.

COURSE: Parenting and Child Development
Semester 2

COMPETENCY: 020. The learner will explain the relationship between development of both parents and children.

Parent-Child Development Information Guide

Toddler Developmental Tasks

The Child During the Toddler Years

A. The toddler begins to realize that he/she is an independent person
   1. Goes through a stage of negativism ("no") as a typical part of his/her development
   2. Extreme curiosity - requires that the home be "child proofed"

B. The toddler is gaining control of body and functions
   1. Eating with utensils
   2. Walking
   3. Toilet training
   4. Refinement of eye-hand coordination

C. The toddler becomes aware he/she is a family member
   1. Partly a result of the realization that he/she is an independent person
   2. Becoming aware of his/her place in the family
   3. Learning simple household tasks

D. The toddler's communication skills are developing
   1. Word knowledge is increasing rapidly each day
   2. Can put together simple subject-verb sentences

E. The toddler is learning to express and control emotions
   1. Tantrums are common and for attention
   2. If ignored, tantrums will cease

Parents of Toddlers

A. Major role is protector
   1. Child proofing environment and adjustments to protection
   2. Constant supervision of toddler is extremely time consuming

B. Coping with growing independence
   1. Avoiding power struggles and developing mutual respect
   2. Physical requirements of supervising a toddler
   3. Developing a balance between using a baby sitter or taking child with you
   4. Letting the child do what he/she is capable of doing
   5. Maintaining relationships with spouse

Source: Education for Parenthood, New Mexico Department of Vocational Education.

COURSE: Parenting and Child Development
Semester 2

COMPETENCY: 020. The learner will explain the relationship between development of both parents and children.

Parent-Child Development Information Guide

Preschooler Developmental Tasks

The Child During the Preschool Period

A. Developing initiative

1. Initiative is the ability to think or act without being urged
2. Involves the origination of new ideas and actions
3. Parents need to encourage child to use initiative even though the child's accomplishments may not meet parental standards (such as dressing himself, helping fold clothes, etc.)
4. Acceptance of initiative gives child a sense of self-worth

B. Discovering personal capabilities

1. Child's desire often outdoes his skill
2. Needs encouragement

C. Taking responsibility for personal actions

1. Parents often reward dependent behavior
2. Child is ready to take responsibility but parents must be careful to be positive and avoid developing guilt feelings in the child

D. Learns to discriminate between various social roles and how to interact appropriately

1. Ready for group experience
2. Needs a balance between group and individual experiences

Parents of Preschool Children

A. Parents' major role is "Nurturer"

1. Less physical care, but more psychological support is needed by the child
2. Needs to encourage child's development of initiative (making decisions about his/her own activities)

B. Personal development needs must be met

1. Change in their need to be needed
2. Meet own personal needs
3. Maintain the marriage relationship

C. Parents need to adjust to intrusions

1. Preschoolers are intrusive
2. Parents must meet their needs for privacy and an adult social life

Source: Education for Parenthood, New Mexico Department of Vocational Education.

COURSE: Parenting and Child Development
Semester 2

UNIT TITLE: Parent-Child Development

COMPETENCY: 021. The learner will outline parenting skills that encourage the growth and development of children.

INSTRUCTIONAL OBJECTIVES:

21.1 Identify parenting skills.

21.2 Give examples of ways the use of parenting skills encourages the development of children.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Parenting Skills Use knowledge of growth and development to foster the development of children. Provide a safe and healthy environment that encourages growth and development. Provide for the nutritional needs of children. Establish and maintain effective parent-child communication. Offer guidance that promotes growth Show love and affection. Manage human and resource material.	1. Prepare a bulletin board prior to beginning the unit. Select pictures of parents and children representing each of the parenting skills. Title board "Successful Parents Need .....". 2. Discuss the need for parents to develop each of the parenting skills if the child is to grow and develop completely. 3. Invite panel of parents to talk to class about their expectations of children's development, how their children developed as compared to what they expected, and differences in development observed from child to child within same family. 4. Divide class into four groups, assigning one area of development (mental, social, emotional, physical) to each. Include an example of development at various age levels for each area of growth. Ask groups to answer the following questions: What is your role in helping your child develop for each example given? What are your responsibilities? 5. Ask students to define environment. Include such things as surroundings, people, social and cultural conditions. Have students describe the most encouraging environment of children at each stage of development. 6. Have students prepare a tasting party of appropriate children's foods at each stage of development. After the party compare foods in terms of taste, texture, and appearance. Also discuss the importance of nutrition to children's growth and development. 7. Define communication. Brainstorm guidelines for encouraging open communication. Discuss: How does the age of the child affect communication? How is effectiveness of communicating at later stages of development traced to methods of communicating during infancy?	Curriculum Guides D.2 Filmstrips E.37 E.38 Videos J.18 J.40

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES

8. Assign readings from available texts on the following terms/phrases:

   discipline
   punishment
   consistency
   setting limits
   considering child's point of view
   guiding behavior

   Discuss concepts in class encouraging students to give examples from personal experience. Possible discussion questions:

   What are the differences between discipline and punishment? Are there similarities?

   What does it mean to "be consistent"?

   What may happen if parents set limits and they do not enforce them?

   At what age should the child's point of view begin to be considered?

9. Place a large sheet of blank paper in the classroom. Ask students to write on the paper ways they have observed people expressing love and affection to others. Examples: hug, wrinkle nose, wink, hold hands, nuzzle, make a face, and praise. Have students add to list for several days whenever they observe another example. Discuss:

   What are both verbal and nonverbal ways of expressing affection important?

   How would you express affection differently on the telephone, in a letter, and face-to-face?

   Does the age and/or personality of persons giving and receiving affection affect the way they express affection?

   How do you feel when your parents express love or affection to you?

10. Define and given examples of human and material resources.

11. Brainstorm how creative resource management (combining use of human and material resources) can aid in meeting the demands of growing children and their parents. Ideas to explore: garage sales, processing unfinished furniture, making children's toys, exchanging child care services.

12. Use the following case study or one similar to illustrate use of resource management in a parenting situation. Divide class into groups, each to respond to the situation. Compare results in class.

    Samantha and Bill have one child, age 16 months. They leave Cindy at a daycare center on their way to work each morning. Today Samantha must report to work one hour early for a meeting. What shall they do?

COURSE: Parenting and Child Development
Semester 2

UNIT TITLE: The Infant

COMPETENCY: 022. The learner will outline ways the infant grows and develops physically.

INSTRUCTIONAL OBJECTIVES:

22.1 Describe changes in body systems.

22.2 Recognize the sequence of motor skill development.

22.3 Describe infant reflex behavior.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Physical Development Body System Changes Reflex Behavior Motor Skill Development	1. Set up classroom learning centers on heredity, status at birth, general temperament, and attitudes and behaviors of parents and caregivers. Divide class into groups and have each group research a different topic before reporting findings to class. Summarize. 2. Have students complete the following: a. Calculate how much they would weight now if their weight had continued to triple each year. b. Calculate their height had they continued to grow ten inches each year. c. Compare newborn size clothes with the 12 month size. 3. Arrange for the class to follow the development of infants during the course. Have students set up poster with the title of "See How (Name) Grows." Insert the child's name. Assign class to monitor the child's physical growth and development each month. The display might include photographs and charts showing height, weight, and other developmental gains. 4. Prepare a bulletin board with line diagrams and collect magazine pictures to illustrate each of the following patterns of development in infancy: continuous orderly goes from simple to complex proceeds from head to foot proceeds from body trunk outward 5. View a filmstrip or video on infant development. 6. Divide the class into small groups. Using texts and other materials have each group prepare an illustrated chart on infant development month by month. 7. Have a dentist visit the class to discuss the care of young children's teeth. Have students prepare posters on dental care for young children.	Books B.5, pp. 152-183 B.6 B.8 Computer Programs C.3 C.5 C.8 Curriculum Guides D.2 Filmstrips E.48 E.51 Pamphlets G.5 G.6 G.11 G.26 G.38 G.40 G.42 G.43 G.45 G.50 G.52 Periodicals H.4 Textbooks I.1, pp. 63-75 I.3, pp. 127-162 I.7, pp. 120-127 Videos J.23 J.33

COURSE: Parenting and Child Development
Semester 2

UNIT TITLE: The Infant

COMPETENCY: 023. The learner will outline ways the infant grows and develops emotionally and socially.

INSTRUCTIONAL OBJECTIVES:

23.1 Identify signs of emotional and social growth.

23.2 Explain the relationship between infant care and emotional and social development.

23.3 Recognize personality types in infants.

23.4 Identify social goals for infants.

23.5 Describe the importance of attachments to emotional and social development.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Emotional and Social Development Patterns of Development Personality Types Social Goals Attachment Environmental Influences	1. Invite a nursing mother and her infant to class, a father and his infant, or a combination of both. Have students read their choice of references as preparation. After the visit discuss the following questions: a. What is meant by attachment in the social development of infants? b. Why is attachment behavior thought to be important emotionally to both infants and parents? c. What can parents to to encourage their infants' trust in others? d. Is there any evidence to suggest that mothers (women) are more competent in this role than fathers (men)? e. Is a breastfed infant more likely to develop a stronger attachment bond than nonbreastfed infants? f. In what ways might fathers become more directly involved in the infant attachment process? g. Can you give some examples of infant attachment behaviors from observation of our guests? 2. Divide class into small groups. Ask groups to write, and then prepare a tape of no more than 10 minutes to describe what is meant by attachment, and how it is important in infants' development of trust. Have class vote on the best tape. Arrange for the tape to be cataloged in the school library. 3. Have students read about Erickson's theory as it applies to infancy. Discuss the theory's concepts independence vs. dependence and trust vs. distrust. 4. View and discuss a filmstrip or video or infant emotional and social development.	Books B.5, pp. 184-203 B.6 B.8 Computer Programs C.3 C.5 C.8 Curriculum Guides D.2 Filmstrips E.48 E.51 Pamphlets G.5 G.11 G.25 G.38 G.45 G.50 G.52 Textbooks I.1, pp. 90-128 I.3, pp. 127-162 I.7, pp. 126-137 Videos J.25 J.33

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COURSE: Parenting and Child Development
Semester 2

UNIT TITLE: The Infant

COMPETENCY: 024. The learner will outline ways the infant grows and develops mentally.

INSTRUCTIONAL OBJECTIVES:

24.1 Give examples of infant learning through the senses.

24.2 Describe infant behavior that shows intellectual development.

24.3 Give examples of Piaget's development stages.

24.4 Summarize the sequence of language development.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Intellectual Development Learning Through the Senses Developmental Stages Environmental Influences Language Development	1. Divide class into five groups representing each of the human senses. Have each group demonstrate to the class one activity for infants that parents might use to aid infants' mental development through their senses. Students should be encouraged to use a doll or an infant in their demonstration. See resource column for references. 2. Photograph or video tape infants as they experience different tastes, textures, sounds, sights, and smells. Display and discuss results in class. 3. Show filmstrips "Birth - 6 Months" and "6 Months - 1 Year." Have students summarize the intellectual development that will likely occur in infants during each stage. Then discuss specific situations depicted in the filmstrips that illustrate how infants' intellectual development is stimulated through their senses. 4. Have students read about Piaget's Stages of Development. Divide students into groups to prepare cartoons or pictures to illustrate the stages during infancy. 5. Have students make tape recordings of infants "talking" at different stages. Identify the stages and make a chart depicting language development.	Books B.5, pp. 204-232 B.6 B.8 Computer Programs C.3 C.5 C.8 Curriculum Guides D.2 Filmstrips E.48 E.51 Pamphlets G.5 G.11 G.26 G.38 G.45 G.50 G.52 Textbooks I.1, pp. 75-90 I.3, pp. 185-206 I.7, pp. 138-145 Videos J.25 J.33

COURSE: Parenting and Child Development
Semester 2

UNIT TITLE: The Infant

COMPETENCY: 025. The learner will analyze ways to encourage the growth and development of children during infancy.

INSTRUCTIONAL OBJECTIVES:

25.1 Describe a growth environment that provides for physical care, health, and safety.

25.2 Identify resource management techniques for meeting infant care demands.

25.3 Recognize that showing love and affection by responding to infant signals of distress encourages the development of a sense of trust.

25.4 Identify ways to encourage infant development of communicating with infants through sound, touch, or visual stimuli.

25.5 Give examples of learning activities that stimulate infant growth and development.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Ways to Encourage Infant Growth and Development Safe and Healthy Environment Resource Management Communication Love and Affection Learing Activities	1. Invite a law enforcement officer to class to discuss infant automobile safety. Ask students to report on how infants they know travel by automobile. Distribute bumper stickers or have students design one of their own on automobile safety for infants. 2. Invite a parent and infant and a health care professional to class for a mini-workshop on how to cope with infants' illnesses and health emergencies. Assign students to do some follow-up reading before preparing a list of important ideas on this topic for their future reference as babysitters and/or parents. 3. Divide class into groups, assigning each group one of the topics below. Using references, have groups prepare and report on the topics. a. Medical checkups. suggested frequency of routine infant medical checkups things to expect during these checkups things parents can do to prepare for infant medical checkups types of questions parents should ask b. High risk infants. infants at greater health risk, i.e., premature and low birth weight infants, and those with special needs. c. Immunizations. immunization schedule for infants description of how immunization works and diseases involved keeping records of infant medical care	Booklets A.6 Books B.6 B.8 Computer Programs C.3 C.5 C.8 Curriculum Guides D.2 Filmstrips E.24 E.26 E.48 E.51 E.59 Instructional Kits F.1 Pamphlets G.5 G.11 G.26 G.38 G.45 G.49 G.50 G.52 G.65 Textbooks I.1, pp. 263-378, 295-310 I.7, pp. 146-210 Videos J.25 J.33

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES

4. Ask students to work in pairs to tape several infants crying, and then write a paragraph describing the circumstances surrounding the infant-crying incidents. Assign class to listen to the tapes, and comment on what they think each baby is trying to convey. Discuss the following concepts:

   a. how infants use crying to convey messages to parents about needs for basic care, illness, love, and physical closeness
   b. how most parents develop an ability to distinguish between their infant's types of cries
   c. how infants use other means to convey signals of distress such as clinging, mood changes, and, for some older infants, words
   d. if always responding quickly to infants' apparent distress signals leads to a "spoiled" child
   e. how parental attention is important in helping infants develop a sense of trust
   f. cite research on the consequences of infants being deprived of parental or caregiver attention
   g. stress that there is no evidence to support the notion that women are innately better able to provide infant care than men.

5. Invite a panel of "new" parents to class. Ask students to submit questions on family management. Distribute the questions to the parents before the class. Begin discussion by inviting the panel to share the following:

   a. In what ways have your lives changed as a result of baby's arrival? Include time reorganization, budget, time with other family members, energy, work routines, activities outside home, and vacation plans.
   b. how have you and other family members generally coped with these changes?
   c. Have you experienced some problems that you and your family did not anticipate?
   d. What are some positive things that have occurred to your family's management practices as a result of baby's arrival?
   e. Address the following question to parents with more than one child. What family management ideas did you learn as first-time parents that have been successfully applied to your present situation?

   End class with a brief summary of important resource managment ideas that emerged from the discussion.

6. Divide students into small groups to consider each case study in relation to what they have learned about the impact an infant's arrival has on family management. Ask groups to recommend ways each family might effectively adjust to the infant in its life.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES

Case 1

Mary and Joseph Gonzalez are a young married couple. Six years ago Joseph started his small printing business. Like many young businessmen he is heavily in debt. Mary works part-time as a substitute teacher in a school about 10 miles from home. Both are active in church and community activities. Their first child was born three weeks ago.

Case 2

Kathy and Bill Stevens have twin boys, age one month. The multiple birth was a complete surprise and they are both shocked and delighted. Their eldest child is five and attends kindergarten. Bill, who is a teacher, has the summer off, although he is accustomed to sharing the homemaking activities with Kathy. Prior to the birth of the twins, Kathy was a clerk in a department store. Home is a two bedroom apartment. They have some money in a savings account that they were planning to use for a down payment on a small house.

Case 3

Elizabeth and Brooks have been married for fifteen years. Elizabeth is an attorney. Brooks is a district salesmanager for a national computer distributor. He spends about two days a week traveling for his employer. Elizabeth and Brooks enjoy entertaining and are active in many community and professional groups. One week ago, their dreams cam true when their first child, Andrew, was born.

7. Divide the class into groups. Ask each group to prepare a poster of learning activities for infants. They should indicate which area of development each activity encourages. Ask them to use both inexpensive and creative activities.

COURSE: Parenting and Child Development
Semester 2

UNIT TITLE: The Infant

COMPETENCY: C26. The learner will describe ways to encourage the growth and development of infants by providing for their nutritional needs.

INSTRUCTIONAL OBJECTIVES:

26.1 Outline ways to meet infant nutritional needs.

26.2 Outline the sequence of food introductions for the infant.

26.3 Identify guidelines for feeding the infant.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
The Infant Nutritional Needs Feeding Guidelines Nutritious Meals	1. Ask a dietitian or health care professional to discuss: a. infant nutritional needs b. bottle versus breast feeding c. feeding schedules d. solid food introduction e. effects of poor nutrition f. problems for fat babies 2. Have students visit stores to compare the cost and types of formula and baby foods available. 3. Hold a class debate on bottle versus breast feeding. 4. Have students prepare baby food for older infants. Compare homemade baby food to commericially prepared baby food. Include cost, convenience, ingredients, and taste. 5. Create a poster on "Good Nutrition for Infants". 6. View a filmstrip on nutrition for infants. 7. Review and add to the following: Guidelines for Feeding Infants a. Hold the infant during feeding. b. Talk to the child in a pleasant voice. c. Look at the infant. d. State the names of food and utensils. e. Serve a wide variety of foods. f. Continue to offer foods which the child appears to dislike on the first serving. g. Stop feeding at nonverbal signals that indicate that no more food or drink is wanted. h. At the appropriate age, provide finger foods for the child to feed himself. i. Tolerate spills and accidents. j. Allow the child to taste and touch foods.	Books B.5, pp. 165-171 Filmstrips F.23 F.25 F.30 F.31 Pamphlets G.24 G.35 G.41 G.51 G.60 G.61 Textbooks T.3, pp. 148-157 T.4, pp. 109-111 T.5, pp. 116-119 T.7, pp. 162-169

COURSE: Parenting and Child Development
Semester 2

UNIT TITLE: The Toddler

COMPETENCY: C27. The learner will outline ways the toddler grows and develops physically.

INSTRUCTIONAL OBJECTIVES:

27.1 Describe changes in height, weight, and proportion.

27.2 Outline the dental developmental pattern.

27.3 Contrast large and small motor skill development in one and two year olds.

27.4 Explain when and how toddlers should begin toilet training.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Physical Development Height and Weight Changes Proportion Changes Development of Teeth Large and Small Motor Skills Toilet Training	1. Have students prepare a notebook on toddler physical development. They should set up a time line depicting toddler month by month development from one to three years of age. Have students research toddler skill development and then plot the acquisition of specific skills on the time line. This could be done by fixing, in the appropriate monthly positions, colorful magazine pictures with explanatory notes. 2. Have students look at their own baby books, home movies and photographs, and interview parents to obtain information about the ages when they acquired the following skills: said their first word said their first sentence were weaned were toilet trained learned to walk dressed themselves fed themselves 3. Ask students to make a toy suitable for aiding toddlers' motor skill development. Have the students demonstrate the toys in class, explaining how they aid motor development. The toys can be donated to a toddler daycare facility. 4. Have students role play being toddlers by sitting on the floor. Have them observe the view at "knee level". Discuss the problems toddlers encounter in developing physically.	Books B.5, pp. 236-261 B.27 B.28 B.30 Computer Programs C.8 Curriculum Guides D.2 Filmstrips E.9 E.50 Pamphlets G.12 G.13 G.37 G.47 G.66 Periodicals H.17 Textbooks 1.1, pp. 295-310 1.3, pp. 209-238 1.7, pp. 212-220

COURSE: Parenting and Child Development
Semester 2

UNIT TITLE: The Toddler

COMPETENCY: 02E. The learner will outline ways the toddler grows and develops emotionally and socially.

INSTRUCTIONAL OBJECTIVES:

28.1 Describe general patterns of emotional and social development in children ages one to three years.

28.2 Identify emotions of young children and describe ways toddlers express their emotions.

28.3 Explain positive self-concept and outline how it can be developed.

28.4 Describe typical social interactions of toddlers.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Emotional and Social Development Emotions Self-Concept Social Interactions	1. Prepare a display of colorful magazine pictures to illustrate toddler social development through play, solitary, onlooker behavior, parallel, and associative. Use the display to present a discussion on the play characteristics of toddlers and how these reflect continuing social development and individual differences. 2. Display large pictures of toddlers expressing a variety of emotions. Have students write a one page story to explain why the toddler in each picture is displaying the emotion shown. Allow students to share stories. Discuss the characteristics of toddler emotional development. 3. Give students reading assignments about toddlers' social development. Discuss the following: - why same-age playmates are important to toddlers' social development - potential conflicts if toddlers' playmates are older, for example, siblings---relate discussion to differences in level of social development - ways parents of an only child with no other children in the neighborhood could help their toddler develop socially - guidelines for parents in handling toddlers' quarrels with same-age playmates 4. Have class prepare a TV interview with a daycare center director to ask questions about the value of daycare in aiding the social development of toddlers. Arrange for several students to conduct and videotape the interview. Show and discuss videotape in class.	Books B.5, pp. 262-288 B.17 B.28 B.30 Computer Programs C.8 Curriculum Guides D.2 Filmstrips F.67 Pamphlets G.12 G.13 G.37 G.47 G.66 Textbooks I.1, pp. 263-278 I.3, pp. 239-270 I.7, pp. 221-231

COURSE: Parenting and Child Development
Semester 2

UNIT TITLE: The Toddler

COMPETENCY: 029. The learner will outline ways the toddler grows and develops mentally.

INSTRUCTIONAL OBJECTIVES:

29.1 Describe the part each of the following play in mental development during toddlerhood: attention, memory, perception, reasoning, imagination, and curiosity.

29.2 Explain how concepts are developed.

29.3 Summarize the process of speech development during toddlerhood.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Mental Development Patterns of Development Attention Memory Perception Reasoning Imagination Curiosity Concept Emergence Speech Development	1. Have students tape an interview with toddlers. The following list may be used to guide students. a. What is your name? b. Are you a boy or a girl? c. Where do you live? d. Sing me a song please. e. What is this? Show an object to the child. f. What games do you like best? Have students play their tapes in class. Ask class to note whether the toddlers use single words, single sentences, longer sentences, or silence as replies to questions. Discuss the significance of the toddlers' speech in terms of it reflecting their developing intellect. 2. Arrange a schedule for students in small groups to visit a public library or nursery school during storytime or have a children's librarian, early childhood educator, or speech therapist visit the class to discuss the following: a. theories about language development in toddlers b. if parents should correct toddlers' speech, why or why not c. visual media suitable for toddlers d. guidelines for selecting reading materials for toddlers e. suggestions to parents on how to encourage toddlers' language development; for example, listening and responding, frequently using "normal" language f. early speech defects such as slurring, lisping, and stuttering. Assign students to select a book suitable for toddlers from the public library, and then read the story to a toddler. Allow class time for students to report on the experience, including the degree to which the toddler was able to recall story events and name the people or objects depicted. 3. Distribute handout "One Year Old Scholars." Discuss the issues raised in the article about whether toddlers need formal early childhood education with other same-age children. Have class summarize its conclusions.	Books B.5, pp. 290-314 B.28 B.30 Computer Programs C.8 Curriculum Guides D.2 Filmstrips E.66 E.69 Pamphlets G.12 G.13 G.37 G.47 G.66 Textbooks I.1, pp. 325-340 I.3, pp. 271-294 I.7, pp. 232-241

COURSE: Parenting and Child Development
Semester 2

COMPETENCY 009. The learner will outline ways the toddler grows and develops mentally.

One Year Old Scholars

by Lissa Rotundo

The other day a friend of long standing watched as I tied my shoe, and was overcome with laughter at the method I used. Ever since I was a wee lass, people have made fun of the way I tie my shoes, and no doubt this has left deep emotional scars. But years of self-analysis have finally illuminated the root of the problem: I did not go to nursery school, where most children learn the proper execution of this skill.

Not only did I not go to nursery school, I did not learn to read until the first grade and was deprived of watching "Sesame Street" because it had not yet been invented. This underprivileged background considered, it is amazing that I have survived this long.

In these progressive times the little child who stays home with his mother has become so rare that I would like to nominate the American preschooler as the newest vanishing species, like the California condor, the timber wolf and the whale.

I now have a year old son. When he was four months old, a solicitous neighbor called, urging me to enroll my 15-pound wonder in the next session of the pre-nursery school coop before all the places were filled. This, it seems, is crucial for three reasons. The first is that the coop can't be managed adequately at home because (1) I couldn't possible match the school's collection of educational materials (expensive toys, to the uninitiated), and (2) I don't have a degree in Early Childhood Education, and must therefore be incapable of teaching my son much of anything.

Then, of course, there's the matter of social interaction: the baby needs someone to play with. Remember playing with the neighborhood children when you were a preschooler? Well, your kid can't do that, for the simple reason that all his peers are tucked away in school. One lady I knew tried to buck the system and keep her daughter at home until she was 4. Lacking human companions of her own age, this 2 1/2 year old became a great friend of the family Airedales, which no one minded until the day she lined up with them on the window seat and barked at the mailman. By the next week she, too, had begun her formal education.

The third reason for enrolling my baby in pre-nursery school is that it would help him find a place in nursery school when the time comes. You may not have realized it (I didn't), but there is fierce competition for these places. Many nursery schools have long waiting lists, and it is not at all uncommon for mothers of 2 and 3 year old toddlers to interview at several schools before finding one that will both fit a child's personality and accept the child. A friend recently interviewed a local Montessori school for her 4 year old, who had already attended another school for a year. The director of the school was horrified that this mother had let her son's education slide so shamefully. "Well," he said, "we can try to do something wit him, but it's so late now. He should have been coming here for two years by this time." Imagine my friend's guilt: 4 years old, and her son was hopelessly behind, due to her negligence.

Of course, it follows from this that if your 2 year old does not go to the "right" nursery school, his chances of attending the "right" kindergarten dwindle. The child of a neighbor recently had to take an entrance exam to determine whether he would be admitted to a certain kindergarten a year from now. (Among the items tested was reading readiness. It is a most unusual education system we have that may require some level of literacy for entry into kindergarten, but not for graduation from high school.) Fortunately, the child had a strong enough nursery-school background to pass the exam. His parents can breathe a sigh of relief: the doors of the "right" elementary school, and therefore, the "right" junior high, high school, college and law school are still open to their boy. The message is clear: if you want your kid to work for the "right" law firm 30 years hence, you'd better be darned careful in your choice of pre-nursery school now.

I have my own little theory about how this strange situation has come to exist. We all know that more and more education has become necessary to maintain a given position in society. The status accorded a high school graduate a century ago is now denied to the average Ph.D., who has spent about ten years longer in school. And so Ph.D.'s must have postdoctoral training and, naturally, two postdocs are better than one. Everyone is encouraged to take courses until death is imminent, and a few years ago it ever became fashionable to take courses <u>about</u> death, to be sure that one would die properly. Who would want to be caught dead without being prepared for it? Short of taking a cue from pharaohs of old and equipping each tomb with a library of educational videotapes and a television set on which to play them, we have reached the end of the line. The only way to utilize the army of unemployed education majors is to reverse the direction, at first offering but gradually requiring organized education of younger and younger children. In twenty more years, when everyone who's anyone has at least one Ph.D., the key question asked on job applications will no longer be "What is the highest level of education you have completed?" but "How early did you start school?"

All that remains now is for someone to figure out how to teach the fetus while it still resides in its mother's uterus. Universities will immediately establish department of Fetal Education, and this fertile field will sprout a large crop of doctoral candidates, all eager to pack those prenatal months with valuable learning experiences. Expectant parents will be able to sleep better at night, knowing that they are wasting none of their children's precious time in the race to the best university. Just think--when your great-grandchild enters the world, his initial statement will not be simply the predictable "Wah!" He may greet his parents with "Hic, haec, hoc."

Source: <u>Contemporary Parenting Choices</u>, Iowa Department of Public Instruction.

COURSE: Parenting and Child Development
Semester 2

UNIT TITLE: The Toddler

COMPETENCY: D3C. The learner will analyze ways to encourage growth and development during toddlerhood.

INSTRUCTIONAL OBJECTIVES:

3C.1 Describe a safe and healthy environment that encourages the growth of toddler independence.

3C.2 List ways to manage resources to avoid stress and fatigue.

3C.3 Tell ways to communicate with toddlers that encourages language development.

3C.4 Recognize that encouragement and praise reassure the toddlers of love and affection.

3C.5 Give examples of learning activities that stimulate toddlers growth and development.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Ways to Encourage Toddlers Growth and Development Safe and Healthy Environment Resource Management Communication Love and Affection Learning Activities	1. Have students investigate their communities for ways parents of toddlers might be helped to manage their resources so as to minimize fatigue and stress. Sources of information might include the telephone directory, public library, YWCA, health department, and churches. Direct students attention (where applicable) to parents of toddlers in these situations: • an underemployed single father living in public housing • a newly-arrived Asian refugee couple who both work in a factory in a small town • a couple with three children under five years of age • a dual-career couple with a toddler and a child aged six • a single teenage mother attending high school and living at home with her dual-career parents, and younger brothers Allow class time for students to share findings. If a serious lack of suitable community resources is found, encourage students to express their concern through a letter to the local newspaper and contact with appropriate community leaders. 2. Have students interview parents of toddlers to determine ways toddlers can contribute to family activities. Assign students to write a one page report on family activities suitable for toddlers, and how toddlers can be encouraged to directly participate. 3. Have students determine the safety of their homes for toddlers. They should check things such as breakables, electrical connections, poisons, furniture, and appliances. Have them make a poster on toddlerproofing a home. 4. Show filmstrips "Caring for Toddlers" comparing caring for toddlers with caring for infants. 5. Have students interview parents of toddlers to develop a typical daily routine for toddlers. Include mealtimes, playtime, sleeping schedule, bathing, dressing time, and learning activities..	Booklets A.6 Books B.28 B.30 Computer Programs C.8 Curriculum Guides D.2 Filmstrips E.7 E.8 E.9 E.10 Instructional Kits F.2 F.4 Pamphlets G.12 G.13 G.37 G.47 G.66 Textbooks T.7, pp. 242-300 Videos J.37

COURSE: Parenting and Child Development
Semester 2

UNIT TITLE: The Toddler

COMPETENCY: 031. The learner will describe ways to encourage the growth and development of toddlers by providing for their nutritional needs.

INSTRUCTIONAL OBJECTIVES:

31.1 Outline ways to meet toddler nutritional needs.

31.2 Outline guidelines for feeding the toddler that encourages good nutrition.

31.3 State factors that influence a toddler's food choices.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
The Toddler Nutritional Needs Good Nutrition Guidelines Nutritious Snacks Nutritious Meals	1. Divide class into groups to plan and prepare a daily menu for toddlers including nutritious snacks. Evaluate the menu on nutrition, food amounts, cost, preparation time, toddler food likes, and ease of handling. 2. Have students observe a toddler at mealtime. They should report on foods served, foods eaten, utensils used, mealtime environment, and parental/caregiver attitude. 3. Develop a nutrition guide for toddlers. Include nutritional needs, suitable foods, and food safety concerns. 4. Provide student groups with typical family menus. Have groups make suggestions on ways to adapt menus for a toddler. 5. Review and add to the following: Good Nutrition Guidelines for Toddlers a. Name all foods served. b. Let the child help with table setting. c. Encourage the child to develop self-help skills at mealtime. d. Allow the child to help prepare simple foods and snacks. e. Introduce all foods by the end of toddlerhood, except those that may become lodged in the throat. f. Praise the child for trying new foods. Expect the child to "taste" everything. g. Provide an area of unbreakable cooking utensils for play. h. Continue use of finger foods. i. Tolerate spills and plan for them. Have equipment ready for clean up and allow the child to help when possible. j. Show pictures of food and encourage the child to name the food. k. Encourage the child to verbalize his wishes and preferences.	Books B.5, pp. 247-251 Pamphlets G.25 Textbooks 1.3, pp. 223-227 1.4, pp. 111-113 1.5, pp. 119-122 1.7, pp. 278-283

COURSE: Parenting and Child Development
Semester 2

UNIT TITLE: The Preschooler

COMPETENCY: C32. The learner will outline ways the preschooler grows and develops physically.

INSTRUCTIONAL OBJECTIVES:

32.1 Describe normal physical growth for children three, four, and five years of age.

32.2 Outline gross-motor and fine-motor skill development.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Physical Development Patterns of Development Gross-Motor Skills Fine-Motor Skills Hand Preference Emergence of Permanent Teeth	1. Have students observe the physical development of preschool children or view a filmstrip or teacher prepared video of preschool development. 2. Ask students to identify a list of physical activities preschoolers are interested in doing, and then associate toys that can encourage motor development to each of their interest areas. Discuss. Using these ideas ask students to brainstorm ways parents can facilitate the development of motor skills. 3. Have students plan and execute activities that encourage the development of large and small muscles. Evaluate the activities in terms of: child's enjoyment, benefits of activity, individual differences in the children's abilities. 4. Invite a health professional - dentist or hygienist - to class to discuss ways to help preschoolers care for their teeth. Ask them to describe the process by which primary teeth are replaced by permanent teeth.	Books B.25 B.26 B.27 B.29 Computer Programs C.11 C.15 Curriculum Guides D.2 Filmstrips E.4 Pamphlets G.14 G.15 G.16 Textbooks I.1, pp. 311-320 I.3, pp. 297-320 I.7, pp. 302-309

COURSE: Parenting and Child Development
Semester 2

UNIT TITLE: The Preschooler

COMPETENCY: 033. The learner will outline ways the preschooler grows and develops emotionally and socially.

INSTRUCTIONAL OBJECTIVES:

33.1 Explain the value of play in promoting emotional and social growth.

33.2 Explain the way conscience and personal priorities are formed.

33.3 Outline the development of sociability in children ages three to five years.

33.4 Describe typical childhood fears and ways to relieve these fears.

33.5 Explain how preschoolers learn gender roles.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Emotional and Social Growth Patterns of Development Conscience Development Childhood Fears Gender Role Development	1. Have students use the Preschooler Social Development Guide when observing preschoolers in play activities. Ask students to record the types of the preschoolers' interaction and determine which types occur most often. Discuss how social development was encouraged. 2. Have students discuss the importance of role playing for preschoolers. Ask students to survey toys available in a local toy store and report on ten items that are especially suitable for role play. Discuss the following: a. How can this toy or game help a preschooler better understand a given adult role? b. Which household tasks are related to these roles? c. Which household tasks can be accomplished by a preschooler? 3. Have students complete the Way Preschoolers Express Emotions activity. 4. Show filmstrip "Emotional Development." Discuss how the strong emotions of preschool children are sometimes more than they can handle. Parents must accept these feelings and help their children express these emotions constructively.	Books B.5, pp. 282-289 B.17 B.26 Filmstrips E.53 E.55 Pamphlets G.14 G.15 G.16 I.1, pp. 279-294 I.3, pp. 321-340 I.7, pp. 310-319 Videos J.11

COURSE: Parenting and Child Development
Semester 2

COMPETENCY: 033. The learner will outline ways the preschooler grows and developes emotionally and socially.

Ways Preschoolers Express Emotions

Write in examples of how preschoolers express emotions and examples of how parents may react to this type of behavior. Indicate if you agree or disagree with the parent's reactions indicated.

Types of Emotions	Example Situation	Parents Reactions
Love	Hugging, kissing doll, stuffed toy, cat or dog	Encouragement
Anger		
Fear		
Jealousy		
Sibling Rivalry		
Aggression		

Preschooler Social Development Guide

Choose one child to observe. Record the child's interaction with other people. Beside the interactions observed, describe the activity the child was involved in when the interaction occurred.

Social Interaction	Activity
1. Followed example of another child or adult.	
2. Appeared happy.	
3. Looked for adult approval.	
4. Asked questions about something of interest.	
5. Asked how to do something.	
6. Misbehaved for attention.	
7. Played cooperatively with another child.	
8. Participated as a group member.	
9. Communicated with gestures and words.	
10. Followed directions.	

Adapted from Contemporary Parenting Choices, Iowa Department of Public Instruction.

COURSE: Parenting and Child Development
Semester 2

UNIT TITLE: The Preschooler

COMPETENCY: 034. The learner will outline ways the preschooler grows and develops mentally.

INSTRUCTIONAL OBJECTIVES:

34.1 Describe the mental processes of typical preschoolers.

34.2 Identify concepts children learn during the preschooler stage.

34.3 Outline the language development of preschoolers and identify possible speech problems.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Mental Development Pattern of Development Concepts Language	1. Show filmstrip "Thought." Discuss how children's thought processes become more complex and better organized. 2. Have students design and experiment test of Piaget's theories for preschoolers. Some examples include: a. Peel two oranges. Divide one into section. Ask preschoolers if they would prefer to have the whole orange or all the pieces. b. Pour the same amount of water into a tall, thin glass and a short, thick glass. Ask the preschoolers which has more water. 3. Assign students to collect ten household items that would be acceptable play objects for the preschoolers. Have students bring to class and sort by shape, color, and number. Have students work in groups of three, each assigned to one of the groups and write questions that could be used with the sorted objects to help preschoolers develop their abilities to classify. 4. Have students list ways parents can encourage language development. Divide class into four groups and assign one of the following broad areas to each: speaking, nonverbal expressions, listening, written communication. Discuss. What questions might preschoolers ask based on the experiences?	Books B.26 Curriculum Guides D.2 Filmstrips E.54 E.56 Pamphlets G.14 G.15 G.16 Periodicals H.14 Textbooks I.1, pp. 341-350 I.3, pp. 341-366 I.7, pp. 320-324

COURSE: Parenting and Child Development
Semester 2

UNIT TITLE: The Preschooler

COMPETENCY: 035. The learner will analyze ways to encourage growth and development of the preschooler.

INSTRUCTIONAL OBJECTIVES:

35.1 Describe a safe and healthy environment that encourages social interaction and participation in activities outside the home.

35.2 Describe an environment that encourages acceptance of responsibilities.

35.3 Outline ways to manage resources that permit the adjustment of family routines to meet the needs of growing children.

35.4 Identify ways parents can communicate with preschoolers by listening and responding to questions.

35.5 Identify the importance of showing love and affection to preschoolers by giving praise and reassurance.

35.6 Give examples of learning activities that stimulate the growth and development of the preschooler.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Ways to Encourage Preschoolers Growth and Development Safe and Healthy Environment Resource Management Communication Love and Affection Learning Activities	1. Have students identify daily household activities parents do and then activities preschoolers might do. Using these two lists have students develop a time schedule for the activities in relation to the types of families listed below. Discuss the importance of organizing routines for preschoolers. single parent working outside of home two parents, both working outside of the home two parents, one working outside of the home, one primarily responsible for care of the preschooler 2. Ask students to react to the following comment made by a parent about his/her preschooler. "Sammy is so messy. Toys are all over the house and never put away. I get so tired of picking up toys and clothes. Nothing ever seems to get done around here. I never get any time to myself. It really makes me mad." Discuss the following questions: a. How is Sammy's self-concept likely to be affected by the parent's attitude? b. What are some things that Sammy and her parents could do to help eliminate the messy appearance of the house? c. Should parents handle this problem differently for boys and girls? Why or why not? 3. Have students relate situations in which preschoolers are in need of reassurance. Ask them to find pictures in magazines to illustrate these ideas. Ask the question: What would you say or do to comfort the child in the following situations? child has broken a favorite toy child is lost in a crowd child has a skinned knee for a fall child wakes up during a storm child fears bedtime	Booklets A.6 Books B.26 Curriculum Guides D.2 Filmstrips E.5 E.6 E.14 Instructional Kits F.3 Pamphlets G.14 G.15 G.16 Textbooks T.1, pp. 351-368 T.7, pp. 325-376 Videos J.14

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES

4. Ask students to give examples of accomplishments typical of preschoolers' abilities. Let them tell how praise could be given. Examples:

   - a child makes his/her bed
   - a child helps set the table for dinner
   - a child gives his/her parents a drawing

5. Ask students to observe parents interacting with preschoolers in a grocery or department store. Have students rate the parents receptiveness and degree of patience on a scale of 1-5 representing negative to positive. Ask students to record parents responses to children's questions or comments. Have students report their observations in class avoiding use of names of individuals observed. Discuss how the interaction may have helped or hindered the preschooler's ability to better understand their surroundings and think about ideas.

6. Have students prepare a three-minute lesson to be presented to the whole class on how to teach a preschooler to perform a household task. Have students select several to role play or actually teach to a preschooler. Opportunities to do this might take place while babysitting, working with a sibling, or in a daycare center.

   A bulletin board theme "Helping Hands" could include students' summary of their lessons written on the outline of a hand. Each finger could represent a necessary step in accomplishing the task.

COURSE: Parenting and Child Development
Semester 2

UNIT TITLE: The Preschooler

COMPETENCY: 026. The learner will describe ways to enhance the growth and development of the preschooler by providing for their nutritional needs.

INSTRUCTIONAL OBJECTIVES:

36.1 Give examples of meals and snacks that meet the nutritional needs of preschoolers.

36.2 Outline guidelines for feeding preschoolers that encourages the development of good eating habits.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
The Preschooler Nutritional Needs Nutritious Meals Good Nutrition Guidelines	1. Make a list of foods that the preschooler could help prepare. Have each student choose one food and plan for its preparation with a preschooler. Include recipe, equipment, things to do before preparation, things the child can do, and things the child can learn from the experience. 2. Plan, prepare, and serve a meal to preschoolers. Include foods children can prepare, nutritious foods, and foods preschoolers like to eat. 3. Visit a day care center during lunch or snacktime. Have students observe activities before and during mealtime, menu, children's behavior, and techniques for handling mealtime problems. 4. Make a list of things that make mealtime pleasant or unpleasant for the preschooler. 5. Make a recipe file of nutritious snacks for the preschooler. Prepare and serve snacks to preschoolers and evaluate their cost and acceptance by the children. 6. Develop a nutrition guide for the preschooler with pictures of good food choices. 7. Review and add to the following: Good Nutrition Guidelines for the Preschooler a. Encourage the child to state the names of all foods served. b. Ask the child to identify foods by taste, odor, or touch. c. Help the child divide foods into food groups such as vegetables, fruits, and meats. d. Let the child serve himself from serving bowls. e. Provide utensils and play area for dramatic play activities. f. Provide opportunities to prepare foods such as tossing a salad.	Booklets A.5 Books B.5, pp. 328-332 Periodicals H.3 Textbooks 1.3, pp. 309-316 1.4, pp. 111-113 1.5, pp. 119-122 1.7, pp. 346-352, 415-420

COURSE: Parenting and Child Development
Semester 2

UNIT TITLE: Guidance

COMPETENCY: 037. The learner will analyze techniques for guiding the behavior of young children.

INSTRUCTIONAL OBJECTIVES:

37.1 Analyze the three styles of parental guidance.

37.2 Explain ways to guide children by providing a safe, consistent environment.

37.3 Give examples of ways to guide children toward self-discipline.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Parenting Styles Permissive Democratic Authoritarian/Autocratic Guiding Children Safe, Consistent Environment Attention Redirection Setting Limits Self-Discipline Getting Along with Others	1. Ask students to complete the Child Guidance Attitude Inventory. 2. Have students relate how they have observed parents discipline children and give their reaction to the misbehavior and the discipline. 3. Discuss parenting styles using three Styles of Parenting visual. Develop guidelines on each style. 4. Divide students into small groups. Assign each a parenting style. Have groups develop cartoon, poster, or social drama showing their assigned parenting style in such situations as: a. mealtime misbehavior b. excessive verbal or physical aggression c. "sassiness" or talking back c. temper tantrums e. loud talking or shouting f. misbehavior in a restaurant, store, or another home 5. View Spare the Rod or other visual on parenting styles or discipline choices. 6. Have students answer questions about their parents or guardians style of parenting. Sample questions could include: a. which style of parenting do you think you parents used? b. describe some rules your parents made for you when you were growing up. c. how did your family enforce these rules? d. what changes in discipline were made as you grew older? e. which methods of discipline applied by your parents do you feel were effective and which were not effective? 7. Have students write a paper on the parenting styles they would feel comfortable with. Ask them to give reasons for their choice. 8. Have students read and analyze the Parenting Styles Case Studies. Discuss results as a class.	Books B.5, pp. 286-288, 431-434 B.21 Curriculum Guides D.2 D.3 D.7 D.8 Filmstrips E.3 E.17 E.36 E.68 Pamphlets G.28 G.46 G.55 Textbooks 1.1, pp. 177-195, 199-214 1.5, pp. 181-189, 253-263, 330-339, 401-407 1.6, pp. 253-259 Videos J.7 J.16 J.17

9. Read and discuss "Mama Spanks Me" on the following page.

10. Ask students to read references on parental guidance of children. Have students observe an infant, toddler, or preschooler and his/her parents at home, preferably for at least one hour. Ask students to prepare a written report that addresses:

    a. how the child reacted when first introduced
    b. how the child reacted when the parents left you and the child to play together
    c. the child's moods over the observation period - was it consistent, fluctuating, or suddenly changed
    d. how the child responded to family members asking for his/her cooperation
    e. the ways parents are helping the child gain some independence
    f. the routines parents developed for the child - the purposes of these routines
    g. the kinds of verbal guidance parents give the child
    h. how the parents described the way their child reacted to new situations, events, or objects

11. Discuss the importance of setting realistic rules and following through with punishments. Ask students to divide into four groups and write a set of rules that would be realistic for two, three, four, and five year olds. Ask students to differentiate between physical and non-physical punishments and disciplines.

    Discuss reasons why preschoolers may exhibit aggressive behavior and have tantrums. Describe some ways parents can deal with this form of behavior.

12. Have students practice the skill of setting limits for preschoolers. Use the Setting Limits activity sheet.

13. Have students interview their own parents or other adult relatives to develop a list of ways approval can be shown to preschoolers. Ask students to analyze their combined lists and discuss how forms of verbal approval are different from nonverbal approval. Examples:

Verbal	Nonverbal
"I like it when you say, 'thank you'."	Displaying art work on refrigerator door.

    Guide students in discussion that will help them understand the importance of each form and the interrelationship between them.

14. Ask students to consider situations and decide ways in which behavior can be guided through verbal and nonverbal approval. Use photographs, pictures, or cartoons to illustrate situations if possible. Example:

    preschooler pulling a dog's tail - possible response: "Pet the doggy the same way you pet your stuffed dog. It would make doggy and me happy if you would do that."

COURSE: Parenting and Child Development
Semester 2

COMPETENCY: 037. The learner will analyze techniques for guiding the behavior of young children.

Child Guidance Attitude Inventory

Individuals have a variety of attitudes toward the guidance of young children. Indicate how strongly you agree or disagree with each of the statements below by circling the appropriate letter. Circle "A" if you strongly agree, "a" if you agree, "?" if you are undecided, "d" if you disagree, and "D" if you strongly disagree.

A a ? d D 1. Parents should begin to train children at an early age for the responsibilities of adulthood.

A a ? d D 2. Parents' wishes should be considered before children's.

A a ? d D 3. Parents should try to get children to help with work around the house, but it is usually more trouble than it is worth.

A a ? d D 4. Children should be punished for misbehavior.

A a ? d D 5. Children should be required to eat the food that has been prepared for them.

A a ? d D 6. Children should have money even though they will usually spend it foolishly.

A a ? d D 7. Parents should be willing to guide and assist with their children's activities.

A a ? d D 8. A certain amount of disorder is to be expected in a home with active young children.

A a ? d D 9. An important aspect of discipline is helping the child learn to control his own behavior.

A a ? d D 10. Children should be encouraged to assume new responsibilities as they show readiness and interest.

A a ? d D 11. Children may disagree with their parents, but it is best to just ignore them when they do.

A a ? d D 12. Children should be required to finish all their household chores and homework before they play outdoors with their friends.

A a ? d D 13. Most children will often need physical punishment.

A a ? d D 14. Children should not be allowed to express disagreement with their parents.

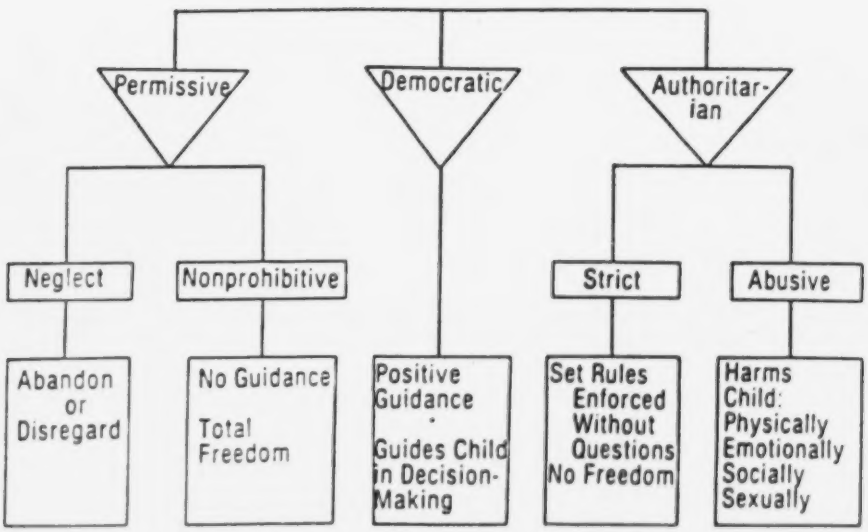
A a ? d D 15. Children's secrets are not important enough to worry about.

Adapted from Contemporary Parenting Practices, Iowa Department of Public Instruction.

COURSE: Parenting and Child Development
Semester 2

COMPETENCY: 037. The learner will analyze techniques for guiding the behavior of young children.

The Three Styles of Parenting



Source: Family Living and Parenthood, Texas.

COURSE: Parenting and Child Development
Semester 2

COMPETENCY: 03. The learner will analyze techniques for guiding the behavior of young children.

Parenting Styles Case Studies

A. What parenting styles is being used in the following situations?

B. How would you have handled the situation? Why or why not? Defend your answer.

Jason is 5 years old. He and his friend, Emmanuel, are tossing a ball back and forth. Every time they toss the ball they get further apart. In the excitement of their game, Jason gets dangerously close to the road. He has been told repeatedly to stay out of the road. The ball sails past Jason and into the street. He darts out after it, totally unaware of the cars. The traffic comes to a screeching halt! In desperation, Jason's mother runs out to save her son. His mother's first thought is "spank," but she sees that Jason is extremely frightened and upset by the incident. She decides to use another approach. When Jason and his mother calm down, a discussion takes place about why the rule was made about not playing by the street. As a consequence Jason is not allowed to play outside that day. Emmanuel has to go home.

Libby and Sam are very proud of Billy, their active 20 month old. Billy's parents love him very much, but they're aware of child development. Billy loves to pick up things off tables in the living room and Libby is having a very difficult time trying to keep Billy from doing that. She hits Billy's hands frequently, not realizing that there is a need in children this age to explore and learn from their surroundings. One day Billy puts his hand out to touch something and Libby loses her patience. Libby feels that strict measures should be used. She hits him so hard that Billy gets bruises on his hand and arm.

Kisha, a 3 year old on his first day at preschool, is introduced to the other children by his teacher. The teacher realizes after Kisha plays for a while that she is causing disturbances. When playing with the other children, she takes the toys for herself and wants to play the games by her rules. The teacher explains what happened that day to the mother when she picks her up. The mother explains to the teacher that at home Kisha is allowed to express herself freely and do her own thing.

Missy, age 5, took a marking pen from her mother's purse and wrote on the walls. The mother saw her, took the pen away, spanked her and put her to bed. Missy kicked, screamed, and cried. The following day her mother found all pens broken.

Adapted from Education for Parenthood, New Mexico Department of Vocational Education.

Setting Limits

Four Guidance Guidelines	Examples
1. Put the child's thoughts into words	I know you want to go swimming but it's too late.
2. State the rule simply	You can't go swimming after dark.
3. Let the child know you understand his/her feelings	I know you are unhappy because you can't go swimming.
4. State alternatives	You can get your floating boy boat and bathing suit so they will be ready for your swim tomorrow.

Directions: State limits for preschoolers using the above format in the situations described below.

a. Alice wants to eat cookies just before supper.

b. Mark wants to color on the walls.

c. Susan wants to watch TV at 10:00 p.m.

d. Mike wants to sleep in the top bunk bed.

Adapted from Contemporary Parenting Choices, Iowa Department of Public Instruction.

COURSE: Parenting and Child Development
Semester I

COMPETENCY: C37. The learner will analyze techniques for guiding the behavior of young children.

"Mamma Spanks Me"

A full-grown hand is big enough to cover my whole bottom. My daddy can lift me high with one hand when I sit on it. Sometimes my daddy spanks. Mamma spanks me, too. They don't believe in spanking. They do it because they are mad about something. I don't know what.

Today, I was making sand pies. I needed a can of water from the sink. I spilled the water on the floor so I needed some more water. Mamma mopped the floor and gave me a half a can of water. This was enough for only one pie so I needed more water. I went in and climbed up on a stool beside the sink. I filled two cans of water. Mamma said not to let the door slam again going out, but how could I help it with both hands full?

Most of the water leaked out of one can so I needed some more water. I went back with my big bucket to get plenty, and a thin old glass on the drainboard broke. I set the bucket on the floor to pick up the pieces of glass. Mamma came in and kicked the bucket. That spilled it, so I needed some more water. While Mamma went to get the mop, I climbed up on the stool again, but the stool slipped and my head hit against the stove a little as I fell. Mamma screamed because I spilled a little water--now she put me and the bucket outside and said not to dare come in for any more water. She said she had a headache and was going to lie down.

Pretty soon I needed some more water, but I remembered what Mamma said, so I filled my big bucket full of sand and carried my pans, can, tins, cups, lids, boxes, ladles, shovels, and spoons into the kitchen. I did not let the door slam or make any noise. Not much sand spilled on the floor. Then everything was handy and I didn't need to come in for any more water. I rolled the pies out on Mamma's work table just as she does. I put sugar on the pies. I did not waste any sugar. I scraped the extra sugar back into the bowl. I started to put one pie in Mamma's oven. The door flipped up and knocked it out of my hand. This made noise. When I turned around Mamma was looking at me. She looked mad about something.

Mamma spanked me. I don't know why. Daddy says Mamma is pretty hard to figure out sometimes.

When Mamma spanks me, daddy says you know that doesn't do any good. When daddy spanks me, Mamma says that doesn't do any good, you know. There's two of them and only one of me. I wish they'd get together more. If they take time to talk it over before spanking me, I don't get spanked. They figure out what they did wrong. One time when Mamma started to spank me, she hugged and kissed me instead. I was good for a long time after that until dinner.

Why is doing a thing all right sometimes, when doing the same thing you get spanked for? Spankings come so suddenly you can never be sure about anything. Spankings hurt on the outside and make you wiggle on the inside. There is nothing I can do about a spanking. I forget, but something inside me remembers and jumps. I don't get spanked as often as lots of kids do. Somebody is always licking somebody on the block, but none of the little ones ever lick any of the big ones. Daddy says any fool can force his will on someone smaller.

Daddy was late getting home from work because the car stopped and wouldn't start. Mamma said what have you been doing all this time? He said air was getting into my gas line, and then I had a flat. Mamma said, I don't care how many you have, but why don't you phone and tell me? Daddy chewed a while and then said these fried potatoes don't taste like my mother used to fry. Mamma said then why didn't you stay with her? Daddy said my mother has only one fault--she snores in bed.

Mamma choked on an old black potato and said don't make me laugh--I've been chasing this boy all day. Daddy said how can that be? That boy, Mamma said. She pointed at me. Oh, daddy said. How would you like a baby brother? I said I want a baby sister so I can beat her. Mamma stood up and prayed O Lord forgive me for I know not what I do. Daddy mussed my hair. Well you are going to get a baby brother and like it he said. He went around the table and spanked Mamma not hard enough. He pinched her on the leg and bit her on the neck and then he kissed her so she would not cry. I guess he was tired because he went outside and lay down under the car.

When daddy fixes things I help him unless I have something to fix too. I took a little hammer to fix the radiator. I poked a few times to clear out a bug. Daddy crawled out and said Oh that's all right it leakes anyway. But may I borrow your screw driver? He took my hammer and crawled back under the car. He left a big pan of oil so I started to pour the oil on the car's insides. Daddy stuck his head out and said it was all black with oil. He said son that oil is too dirty to put back in the car. Why don't you do something for mother? So I took a few hammers to work on her washing machine.

I had just started on the washer when Mamma came and took the big hammer away from me without saying a word. I said what are you going to do with the hammer because I need it to fix the washer? She said I am going to use it to fix my head pretty soon. Then daddy came around and said do you have my socket wrench old man? He took my other hammer. He said you haven't been using my electric drill have you? I said no and he found his electric drill and crawled back under the car. The line or the drill caught under a tire. When daddy jerked it the plug fell out of the wall. He said oh shucks no power. He started to put the wire back on the drill so I put the plug back in the hole on the wall. There was a loud bump as daddy hit the car with his head. He came out from under that car fast. He jumped up and down and shook his fingers. I laughed and said the same queer word.

Daddy spanked me. I don't know why. What would daddy do if he <u>believed</u> in spanking?

As included in <u>Parenting</u>, York Community High School and <u>Parenting Curriculum Guide</u>, Nebraska Department of Education.
As told to F. M. White, <u>Ladies Home Journal</u>, July, 1949, p. 31.

COURSE: Parenting and Child Development
Semester 2

UNIT TITLE: Exceptional Children

COMPETENCY: C38: The learner will describe exceptional children.

INSTRUCTIONAL OBJECTIVES:

38.1 Define the term exceptional children.

38.2 Explain the similarities between exceptional and other children.

38.3 Give examples of exceptionality in children.

38.4 List steps for getting special help for exceptional children.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Exceptional Children Definition Similarities to Other Children Types of Exceptional Children Steps in Getting Assistance	1. Invite parents of exceptional children to discuss: a. Their child's exceptionality. b. Ways they meet their child's needs. c. Ways other family members and/or friends help meet their child's needs. d. Support agencies or groups. 2. Observe a community program serving exceptional children. Have students report on: a. Requirements for admission to the program. b. Necessary change to the building. c. Child-staff ratio. d. Subjects taught. e. How teaching is done. f. Special services necessary. g. Comparison to a typical classroom. 3. Read a biography or autobiography of an exceptional person. Report to the class on how this person compensated for the exceptionality. 4. Complete a survey on community resources available to assist families with exceptional children. Include such things as name, address, and telephone number of resource, sponsoring agency or group, type of children served, and services provided.	Books B.5, pp. 454-460 Instructional Kits F.9 F.11 F.12 Textbooks 1.3, pp. 406-413 1.7, pp. 271-273, 307-309

COURSE: Parenting and Child Development
Semester 2

UNIT TITLE: Child Care and Educational Experiences

COMPETENCY: 039. The learner will outline the characteristics of good provider care in individual and group settings.

INSTRUCTIONAL OBJECTIVES:

39.1 Describe the types of care available for infants, toddlers, and preschoolers.

39.2 Describe the qualities of good care givers.

39.3 List guidelines for choosing provider care for infants, toddlers, and preschoolers.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Child Care and Educational Experiences Types of Care and Educational Experiences Selection of Quality Care and Experiences	1. Make a list of reasons parents choose child care and educational experiences. 2. Debate the statement "Child care encourages the development of young children." 3. Arrange for students to visit child care centers in the community. Compare the cost, activities, and individual care routines of each program. 4. Prepare a list of characteristics caregivers should have. 5. Divide students into three groups. Have each group list community programs for the care of infants, toddlers, or preschoolers. Groups can also write a description of quality care and/or educational experiences for the age group assigned. 6. Invite a day care center director or family day care home provider to class. Have them discuss day care regulations in the state. 7. View a filmstrip on the parent-child care giver relationship.	Books B.5, pp. 440-445 Filmstrips E.33 E.34 Pamphlets G.23 G.32 G.58 Textbooks 1.1, pp. 425-442 1.3, pp. 231-237, 350-355 1.7, pp. 190-197, 285-289, 353-364

COURSE: Parenting and Child Development
Semester 2

UNIT TITLE: Child Development Career Opportunities

COMPETENCY: 04C. The learner will identify wage-earning occupations and careers which use skills developed in the study of children.

INSTRUCTIONAL OBJECTIVES:

4C.1 Give examples of child-related careers.

4C.2 List personal qualities needed for success in the field of child care.

4C.3 Describe several jobs for which teenagers with child development skills are qualified.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Child Development Career Opportunities Professional Opportunities Adolescent Opportunities Qualifications personal characteristics education experience legal requirements	1. Compile a folder of sources of employment information in child care. 2. Collect information and data on a particular career in child development. Report and discuss findings with class. 3. Interview local day care directors concerning possible employment opportunities. 4. View film on careers in child development. 5. Ask students to identify characteristics needed by child care workers. The list should include: a. enjoy working with people b. be interested in children and families c. knowledge of child development d. know basic child guidance techniques e. understand and accept children's feelings f. ability to supervise children g. enjoy participating in children's activities h. model behavior for children to imitate i. be a willing worker and follow directions j. sense of humor k. good health, stamina l. correct English grammar, clear speech m. be punctual with good attendence n. patience 6. Have students complete the Child Care Worker Inventory.	Booklets A.2 A.3 Books B.5, pp. 473-511 Curriculum Guides D.8 Filmstrips E.2 E.71 Pamphlets G.8 G.19 G.39 G.48 G.62 Periodicals H.15 Textbooks I.3, pp. 443-473 I.7, pp. 35-48

COURSE: Parenting and Child Development
Semester 2

COMPETENCY: 040. The learner will identify wage-earning occupations and careers which use skills developed in the study of children.

Child Care Worker Inventory

Directions: Read each statement. Circle Yes or No to indicate if you possess the qualities needed to work with children. For statements you answer "No", write goals and ways to achieve the goals in order to become a successful child care worker.

Yes No 1. I enjoy working with people rather than things.

Yes No 2. I have a great interest in children and their development.

Yes No 3. I have a basic knowledge of child development.

Yes No 4. I know the basic principles of positive child guidance techniques.

Yes No 5. I am sensitive to and skillful in handling children's feelings.

Yes No 6. I have the ability to maintain control in a child care environment, but not in a threatening manner.

Yes No 7. I enjoy participating in children's activities.

Yes No 8. I can make children's play a beneficial experience.

Yes No 9. I can be a model of behavior for children to imitate.

Yes No 10. I have patience when working with children.

Yes No 11. I am a willing worker, able to carry out any instructions given to me.

Yes No 12. I have a sense of humor and a pleasant disposition.

Yes No 13. I am in good health and have great stamina.

Yes No 14. I am punctual and have excellent endurance.

Yes No 15. I realize most child care positions require long hours with low pay. My satisfaction will come from my relationship with the staff, children, and their families.

Yes No 16. I am emotionally stable.

Yes No 17. I speak clearly and use proper grammar.

RESOURCES

REFERENCES AND RESOURCES

Parenting and Child Development

BOOKLETS

A.1 The American Family: Myth and Reality. #318. National Association for the Education of Young Children.

A.2. Careers With Young Children: Making Your Decision. #200. National Association for the Education of Young Children.

A.3 Caring: Supporting Children's Growth. #213. National Association for the Education of Young Children.

A.4 Families at Work. General Mills, Incorporated, 9200 Wayzata Boulevard, Minneapolis, Minnesota 55440.

A.5 More Than Graham Crackers: Nutrition Education and Food Preparation With Young Children. #316. National Association for the Education of Young Children.

A.6 Play in the Lives of Children. #301. National Association for the Education of Young Children.

BOOKS

B.1 Adoption. Du Prau, J. Morristown, New Jersey. Silver Burdett Press/Julian Messner. (1981).

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SOURCES OF FREQUENTLY USED REFERENCES AND RESOURCES

Career Aids, Incorporated, 20417 Nordhoff Street, Department Y4, Chatsworth, California 91311.

Child Day Care Section, Division of Facility Services, North Carolina Department of Human Resources, 701 Barbour Drive, Raleigh, North Carolina 27603-2008.

Communications and Public Service Division, Father Flanagan's Booys Home, Boys Town, Nebraska 68010.

Consumer Information Center - E, Post Office Box 100, Pueblo, Colorado 81002.

Crime Prevention Division, North Carolina Department of Crime Control and Public Safety, Post Office Box 27687, Raleigh, North Carolina 27611-7687.

Division of Health Services, Dental Health Section, North Carolina Department of Human Resources, Bath Building, 306 N. Wilmington Street, Raleigh, North Carolina 27602.

Division of Social Services, North Carolina Department of Human Resources, 325 N. Salisbury Street, Raleigh, North Carolina 27611.

EMC Publishing, Changing Times Education Service, 300 York Avenue, St. Paul, Minnesota 55101.

Gerber Products Company, 445 State Street, Fremont, Michigan 49412.

Glencoe Publishing Company, 809 W. Detweiller Drive, Peoria, Illinois 61615-9987.

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Home Economics School Service, 10200 Jefferson Boulevard, Post Office Box 802, Culver City, California 90232-0802.

J. Weston Walch, 321 Valley Street, Post Office Box 658, Portland, Maine 04104-0658.

Johnson and Johnson Baby Products Company, Consumer and Professional Services, 220 Centennial Avenue, Piscataway, New Jersey 08854.

Macmillian Publishing Company, 806 Third Avenue, New York, New York 10022.

March of Dimes, Supply Division, 1275 Mamaroneck Avenue, White Plains, New York 10605.

Mayfield Publishing, 120 Villa Street, Mountain View, California 94041.

Mead Johnson and Company, 2404 Pennsylvania, Evansville, Indiana 47721.

Meridian Education Corporation, 205 E. Locust Street, Bloomington, Illinois 61701.

National Association for the Education of Young Children, 1834 Connecticut Avenue, NW, Washington, D.C. 20009-5786.

North Carolina Agricultural Extension Service - Contract, Home Economics Extension Agent located in each county seat.

Pat Watson, Division of Media - Production Services, Department of Public Instruction, Raleigh, North Carolina 27603-1712.

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